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A proposal for ESEA, Title III, funding describes a plan for a regional cooperative educational effort involving nine New York State counties. The purposes of the project are improvement of educational quality and opportunity, and the coordination and dissemination of information on educational innovations within the region. One important feature of the project would be the development of invention and demonstration units of 16 urban, suburban, and rural schools. These units, placed throughout the region, would be concerned with the particular instructional strategies of intercultural understanding, pupil team learning, team teaching, and independent study. The application contains a description of the area and a statement on its needs, and the objectives, procedures, and emphasis of the program. Details on planning for this three-year project are included and the evaluation and dissemination methods are described. Personnel needs, facilities, subcontracting arrangements, and a proposed budget are noted. (NH)

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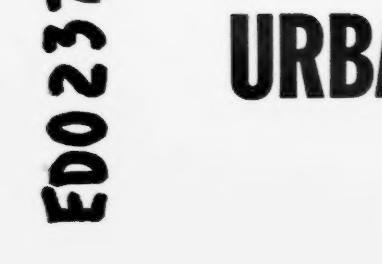
A COOPERATIVE PLAN FOR THE INVENTION, DEMONSTRATION, AND EVALUATION OF INNOVATIVE PRACTICES AMONG URBAN, SUBURBAN, AND RURAL SCHOOLS

ED023741

UD 006 345

Initial Application for a
Project to Advance Creativity in Education
ESEA Title III   Public Law 89-10

Submitted by West Irondequoit Central School District #3, Rochester, N.Y.


ORLEANS
MONROE
WAYNE
GENESEE
ONTARIO
WYOMING
LIVINGSTON
YATES
SENECA

Prepared by
THE GENESEE VALLEY SCHOOL DEVELOPMENT ASSOCIATION
as part of Planning Grant OEG 1-6-000180-0282   January 15, 1967

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A COOPERATIVE PLAN FOR THE INVENTION, DEMONSTRATION, AND EVALUATION OF INNOVATIVE PRACTICES AMONG URBAN, SUBURBAN AND RURAL SCHOOLS

An Initial Application For A Grant
Prepared Under Title III, Public Law 89-10

by

THE GENESEE VALLEY SCHOOL DEVELOPMENT ASSOCIATION

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UD 006 345

The Association
Rochester, New York

January 15, 1967

Preface

This project qualifies as part of the Genesee Valley Regional Educational Center. The proposal was prepared under planning grant OEG 1-6-000180-0282.

More staff time and energy have been devoted to the elaboration of this proposal than to any other of the components submitted. There is an excellent reason for this. The proposed project is viewed as the nucleus of the interaction system which comprises the total program of the Genesee Valley Regional Center. It is seen as the essential vehicle for the effective operation of the Center components already funded (library, book processing, art gallery services and research and evaluation.)

Throughout the writing of the proposal, a continuous attempt has been made to plan the existing and projected structures of the Regional Center in such a way as to promote to the optimum the proposed activities of the Invention and Demonstration Units.

By strategically locating these Invention, Demonstration and Evaluation Units throughout the nine-county region, the resources of the Center will have maximum impact upon the 286,000 students and the 15,000 teachers in the Genesee Valley Region of Up-State New York.

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Intercultural Understanding

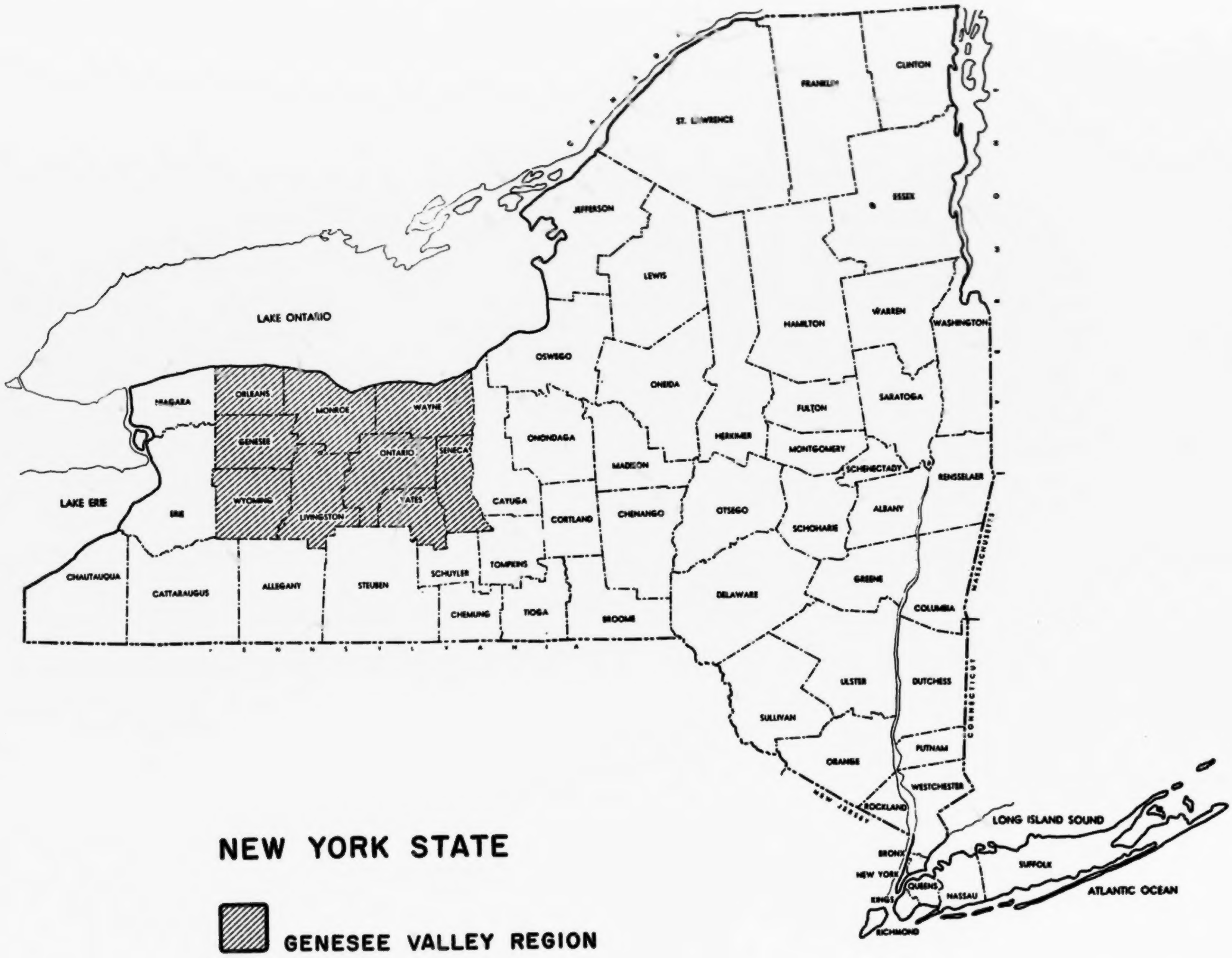
Pupil - Team Learning

Team Teaching

Independent Study

I. The Community

The estimated population of the nine county Genesee Valley Region is 940,045. This is approximately 5 1/2 % of N.Y. State's population. The region is considered as a Metropolitan Rochester area.


NEW YORK STATE
▨ GENESEE VALLEY REGION
LAKE ONTARIO
LAKE ERIE
LONG ISLAND SOUND
ATLANTIC OCEAN
PENNSYLVANIA
NEW JERSEY
CONNECTICUT
MASSACHUSETTS
ST. LAWRENCE
FRANKLIN
CLINTON
JEFFERSON
ESSEX
LEWIS
HAMILTON
WARREN
WASHINGTON
OSWEGO
ONEIDA
SARATOGA
FULTON
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SCHENECTADY
RENSSELAER
NIAGARA
ORLEANS
MONROE
WAYNE
GENESEE
ONTARIO
SENECA
ONONDAGA
MADISON
WYOMING
LIVINGSTON
YATES
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CORTLAND
CHENANGO
OTSEGO
SCHOHARIE
ALBANY
ERIE
CHAUTAUQUA
CATTARAUGUS
ALLEGANY
STEUBEN
SCHUYLER
TOMPKINS
CHEMUNG
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PUTNAM
ORANGE
WESTCHESTER
ROCKLAND
BRONX
NEW YORK
QUEENS
KINGS
RICHMOND
NASSAU
SUFFOLK

II. Statement of Need

A. Educational and Cultural Resources

The Genesee Valley Region of New York State consists of nine counties having a population of 940,045. The population center is Monroe County with the city of Rochester as the urban center of the county. The population of Monroe County is 625,128, living in a highly technically industrialized urban and suburban area. The other eight counties of the area are predominantly rural in setting with some smaller cities scattered throughout the region. (See Appendix I. for a complete list of schools, and Appendix II for a complete statement concerning cultural facilities and resources).

B. General Needs

The needs were determined according to Local, State and National emphasis on equalizing educational opportunities. The Genesee Valley School Development Association was funded by a planning grant #OEG 1-6-000180-0282, *A Dispersed Supplementary Educational Services Center for the Genesee Valley Region of Up-State New York* (February 15, 1966 - August 15, 1966), to further identify needs and establish priorities. During the planning stage, 94 chief school officers were interviewed and asked to respond to approximately 168 items. One of the major needs which emerged was for schools to find out more about what was happenning in other schools around them, and ways to study new approaches to instruction, curriculum, and organization. In one section of this interview dealing with innovation, over 90% felt they needed to hear more about research and innovation and asked for specific help in improving their schools. (See Appendix III for specific details of the interview and a summary of results).

The three major overall needs of this area are:

1. *To improve the quality of education* throughout the nine county region.

2. *To equalize educational opportunity* throughout the nine county region.

3. *To coordinate and disseminate information* about the educational innovations of the nine-county region.

1. *To improve the quality of education*. To accomplish this major objective, it is necessary to promote awareness of new developments in education, and a desire for improvement at three levels: among administrators, among teachers, and among students. To effect such improvement a school district or individual school must clarify and analyze its objectives, and must determine the best methods to accomplish these objectives.

   Probably no one would quarrel with the general objectives of gearing learning to the student's needs and to his level of understanding.

However, there are many strategies by which this objective may be accomplished, and they vary (depending on local conditions) in effectiveness and in the demands they place on student and teacher. In order to determine the best methods for improving their own system of education, school personnel need:

a. To be aware of every new strategy, its purpose and implications, schools where it has been tried and with what results, the conclusions about its effectiveness which may be drawn from research, its demands in time, cost and personnel. Yet school people do not have the resources or time to process and implement ideas culled from the ever-increasing flow of information. A single agency which can do this on behalf of all the schools is sorely needed, and the Regional Center will strive to meet this need.

b. To examine their objectives, and to analyze their present programs in order to determine where their greatest needs lie, and what are the most efficient ways of fulfilling these needs and improving their programs. This process of analysis should lead them to consider the feasibility of adopting one or more new strategies for gearing instruction to the individual student. But schools need the help of experts in specialized areas if they are to accomplish this.

c. To consider ways of adapting chosen techniques to their particular situation, and of deploying their resources to accomplish their objectives most effectively via the chosen methods. Again, they need help (material and human), if they are to put such programs into effect.

d. To evaluate their programs both before and after the innovation, to determine in what respects and for what reasons it was effective or ineffective, in other words, to strive for continuing growth and improvement. This process of self-evaluation and self-correction is seen as a fundamental aspect of the overall program. The proposed Invention and Demonstration Units are intended as the first agencies in a continuous, far-reaching program for ongoing self-appraisal which will be perpetuated in all schools over the nine-county region when the active participation of the Center has dwindled to a supportive role. As each unit becomes established and self-sufficient, it will be supplemented by other units for the invention and demonstration of new techniques. The Regional Center will be responsible for relaying information, for encouraging schools to become centers for invention, demonstration, and evaluation, and for the final dissemination of new knowledge gained from these ventures.

2. To equalize educational opportunity. The city of Rochester has grown rapidly during the past decade, and its growth has followed the same pattern as many other northern cities. The non-white population is now concentrated in the inner city, while a great many whites, even though

they may work in the city, live in the suburbs. In addition, some of the major industries (e.g. Xerox) are located in the suburbs. This pattern of growth has created many problems. The Negro riots of 1964; the growth of the Alinsky organization, FIGHT; the local poverty programs such as Lighted Schoolhouse, Neighborhood Service Centers, Work-Education-Training Centers, etc., all attest to the urgent need which is felt by local people to try out methods which will alleviate the critical situation. There is evidence that the problem is growing worse, not better. Coleman[1], for example, in his mammoth study for the U.S. Office of Education, found that the number of schools in New York City with a non-white population of 85% or more has doubled in the past five years. In other northern cities (Chicago, Philadelphia, Pittsburgh) enrollment of Negro children has increased as much as 40 per cent over the past 25 years.[2] Rochester's non-white enrollment appears to be increasing by approximately 2 per cent per annum.[3] Coleman further suggests that, while racial integration in itself is not a complete answer (class integration being more important), it is the only way in which class integration can be brought about at the present time. Rochester City school officials are deeply concerned with the problem of effecting such integration. One avenue being used is bussing inner-city children to suburban schools. But relative to the need, such programs as do exist are on a very small scale. Moreover, there is some resistance to the programs and especially to the suggestion that suburban children may be transported to city schools. The invention and demonstration of techniques to promote "intercultural understanding" will be one of the first major priorities of the Regional Center.

While the needs of the inner city may be the most pressing, they are not the only ones in this region. Beyond the suburbs surrounding Rochester, the area is largely rural, dotted by small towns around which small, autonomous school districts are organized. The original purpose for which the GVSDA came into being, was to combat this rural isolation, and to provide a means whereby these districts could communicate with one another and with the city and suburban school districts. This isolation, which is further compounded by a lack of financial and cultural resources, results in a disparity in the quality of education from district to district. One of the major objectives of the GVSDA Dispersed Supplementary Educational Services Center is to supplement the resources of the rural areas, in order to raise the level of quality in all the schools in the region

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[1] Coleman, James; Campbell, Ernest O.; Hobson, Carl J.; McPartland, James, Mood, Alexander M.; Weinfeld, Frederic D.; York, Robert L.; Equality of Educational Opportunity. U.S. Office of Education, 1966.

[2] Parsons, Cynthia. Facing up to Facts. Christian Science Monitor, Saturday, December 11, 1965.

[3] United States Commission on Civil Rights, "Staff Report On Racial Imbalance In the Public Schools of Rochester and Syracuse, New York." 1965, p.1.

3. To coordinate and disseminate information. The fact that school districts within a radius of as much as 50 miles from Rochester are members of the GVSDA, and send representatives to meetings, shows that they feel a need for cooperation. Similarly, teachers and administrators express great interest in what other schools are doing, but they lack a communications network by which they can find out. Summer workshops and year-round conferences and meetings are always well attended, but much of their impact may be lost for lack of effective follow-up and help in implementing ideas that teachers gain from them.

   In brief, seminars, meetings, conferences, workshops, etc. all need to be part of a coordinated plan for the systematic improvement of education via invention, demonstration, evaluation, and dissemination. The Regional Center is the logical agency to undertake these coordinating, overviewing, evaluating and disseminating functions. It will, in addition, form part of the state system incorporating sixteen regional centers, thus providing a vital link in the vast state-wide communications network. It will be the responsibility of administrative and liaison staff of the Regional Center to fulfill this role. The proposed project will provide an avenue for the Regional Center to perform all the above functions, and will complement the Center in all its activities.

C. Rationale

The general needs described represent an enormous challenge to all educators involved in educational design and change. On the one hand, there is a clear recognition that innovative approaches to educational problems are vitally needed; on the other, there is an equally clear recognition that the process of introducing innovation breaks down dramatically between research and application. But, whatever the reasons, Goodlad's observation must be taken seriously:

> "It is fair...to say that most educational innovation is peripheral in character. Redesigning the whole system is too much to tackle; making a significant change without redesigning all of the parts of the system which relate to this change is meaningless. We usually end up with a label but not a real change; consequently, the situation is often worse than it was before because the people involved think they have made a forward-looking change when they have only changed the name."[4]

It is, perhaps, the recognition of this dilemma and the challenge presented to education in an era of rapid change that lies at the root of much of the ferment in education today. Bruner comments that:

> "More than ever before, we are concerned with the nature of the educational process, with the goals of education, with the impact of change and with the techniques and devices that can be used in improving the educational enterprise...to the outside observer, it must seem as if we were preparing to embark upon a permanent revolution in education. And I think we are entering such a period."[5]

Basic to the proposed project is the deep conviction that an answer must be found to the problem presented by Goodlad and that this answer will be a fundamental part of the permanent revolution education is now entering.

The proposed project, therefore, focuses on innovation in education. Its major thrust is twofold - in general terms - to develop methods, techniques and change models for developing, evaluating and adapting innovative programs within the elementary and secondary school setting;

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[4] Goodlad, John I. The League of Cooperating Schools. Unpublished paper, 1966, p. 1.

[5] Bruner, Jerome, The new educational technology. In deGrazia, A., (Ed.) Revolution in Teaching: New Theory, Technology, and Curricula. New York: Bantam Books, 1964. pp. 1-2.

in specific terms - to consider innovative programs dealing directly with methods of instruction to the individual learner and developing habits of self-reliance and self-direction in the learner.

. The Regional Center, as the vehicle for accomplishing these purposes, provides professional guidance on innovation and serves as a mediating link, a clearing house and a communications channel among the public, diverse cultural and educational resources within and outside the Genesee Valley Region. The basic rationale, therefore, is that true innovations can be described and made to happen within the local school - in short, that planned change can occur in an organized and systematic fashion - when a highly skilled central planning group is available to work cooperatively with the local schools and to bring together the diverse resources of the region.

The assumption is that cooperative regional planning is and will be essential for making the best use of government monies and other resources that can serve education. For example, there is a growing interest by organizations in the community, including business and industry, in offering their services where possible to education. With a central agency whose purpose it is to consider educational needs in a large geographic region, these existing and potential services cannot at present be distributed equitably and efficiently. The Center acts as a clearinghouse and communication channel within the region. With its "eye" upon the entire region, the Center staff can realistically direct or answer inquiries from schools within the region or community groups interested in current programs within the schools. Thus, school personnel can quickly find out information about programs in other schools and cooperate in implementing a variety of activities that would be difficult or impossible otherwise. Likewise, a medium is provided for keeping the public informed of current programs within the schools. On a broader scale, the Center acts as an important link between the regional schools and the State Department of Education, and the U.S. Office of Education. Information from and to these sources is thus processed more quickly; important interactions and integration of ideas occur at levels which were previously unavailable to the school groups involved.

The proposed project becomes an integral part of the overall plan by which the funded components will operate for maximum efficiency and benefit to the schools. As briefly described, the proposed project seeks to identify innovative programs within the schools and to assist in their development, evaluation and adaptation in other schools. Thus, a specific innovative program under development in a school will be supported as appropriate by the Center staff and facilities. In the same manner, as other schools develop their own innovative programs, the proposed project will provide the mechanism for further dissemination and adaptation of the programs within the area schools.

Further, the proposed project provides the mechanism for introducing planned programs of innovation from other Title III and IV Centers. To this end, the proposed project is sensitive to the need for a communication channel for innovative programs within the Region, the State and the Nation.

In summary, the basic rationale for the proposed project flows from the fundamental nature of the Center itself. It views the Genesee Valley Region as its sounding board and point of application. It enjoys and profits from the regional planning activity of the Center and the cooperative uses of all resources available to the educational community. It interacts constantly with a skilled central staff and makes available the communication facilities and working relationships inherent in the role of the Center itself. It is able to operate efficiently and effectively with a few schools in inventing and demonstrating innovative programs and yet has access to and influence with all schools in the Region. Lastly, it retains the autonomy of the individual schools and yet offers a service previously available to none.

The proposal planners believe that this approach is, today, the most practical method for bringing about true and enduring innovation, rather than a mere label for peripheral change.

D. Extent of Financial Inadequacy

Although some districts have large resources, the majority of schools are at a point where large increases in budgets are not feasible at this time. The project is of such scope that no single school district would have sufficient resources to carry out the kind of activities suggested. The scope and nature of the project requires initial support from outside resources. It is only through a coordinated effort of the Regional Center and local schools that such a program is possible. The project directly involves sixteen school districts and the funded components of the Regional Center, and will affect all pupils and teachers in public, private, and parochial schools of the Region.

Local support for such a program is only possible after an awareness has been created. The history of other funding (Title I ESEA) in the Region will bear out the fact that such programs can and will be supported by local Boards of Education. School districts involved in the planning have already indicated their willingness to support this project. It is hoped that schools in the region will support other such projects as new innovations appear on the educational scene. Thus we have a system for the continuing of new solutions to educational problems by:

a. Initial funding by outside agencies

b. Realization of need and funding by local schools

c. Adoption of innovations in selected centers

d. Adaptation of innovations in local schools

III. Objectives

The objectives of the proposed project can be approached at two levels. First, a consideration of the general objectives of the project with a clarification of expected behavioral outcomes. Second, a consideration of the specific objectives for the pilot and operational phases of the proposed project.

A. General Objectives

1. To develop an organized and systematic approach for establishing innovative programs within the elementary and secondary schools of the Genesee Valley Region.

2. To provide continuous professional support and guidance to assist area schools in the invention, development, operation, demonstration and evaluation of innovative programs.

3. To develop specific change models appropriate for the broad dissemination and adaptation of innovative programs.

4. To assist in the actual dissemination and adaptation of innovative programs within area schools.

5. To serve as the major mediating link and communication channel between regional schools operating innovative programs and the State Government, Federal Government, and other Title III and Title IV Centers.

6. To foster creative cooperation among urban, suburban, and rural schools.

7. To focus the above objectives on innovative programs which deal directly with gearing instruction to the individual pupils in elementary and secondary schools.

The objectives stated flow from the rationale previously discussed. They concentrate specifically on the invention and demonstration stages of the innovative process. To properly interpret these objectives, consideration must be given first to the expected educational or behavioral changes. The four areas where change is expected to occur are (a) students, (b) teachers, (c) administrators, and (d) the community.

B. Behavioral Objectives

1. Students - the students of the Genesee Region are first and foremost the beneficiaries of the proposed plan. The emphasis is on innovative programs which will individualize instruction for each learner. Underlying this emphasis are certain assumptions regarding the process of education.

   a. In the first place, the process of education is seen as the guiding of students through a series of learning experiences, as a result of which the student develops an ever deepening curiosity about knowledge, a desire to learn, a logical framework for interpreting and relating facts and concepts, and habits of self-reliance in the pursuit of learning - all geared to make education a life-long enterprise. Since each student approaches the learning situation with a unique set of talents, values and background, the job of education is to provide each student with the opportunity to move through that series of learning experiences that best matches his individual mode of learning and learning potential.

b. Trow[6] in his comments on environmental control within the school adds another dimension to the educational process. He views the learner as a dynamic, self-activated organism. Like any organism, the learner, at first, is entirely dependent on his environment. The major need of the growing child, or learner, is for his environment to be arranged so that he can learn effectively to live in his three worlds of things, people and symbols. Environmental control, therefore, seeks to provide those conditions which will, in the most efficient way, enable people of any age to learn what they need and want to learn. In order to provide the conditions for the controlled environment, it is essential that those controlling the environment understand how the learner responds and operates within his three worlds. An effectively controlled environment does not occur by accident; it is the result of careful analysis and programming, based on realistic objectives and the selection of the most suitable means for creating adaptive learning conditions.

c. Bruner[7] also advances the possibility of designing optimal encounters for the learning of materials so that "any topic can be rendered into an honest form that is appropriate to the level of comprehension of students at any age."

d. This concern for ways to truly individualize instruction is of prime importance to the proposed project. The high degree of innovation involved in bringing about individualized instruction will be the major criterion for the selection and development of specific programs within the Genesee Valley Region.

e. The net changes looked for as a result of the project will be an observable development in each learner's capability for directing his own learning, and the self-reliance and motivation with which he approaches the learning situation. Of equal importance will be the learner's capability for perceiving and diagnosing his own strengths and weaknesses and setting his own learning goals.

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[6] Trow, William C. Teacher and Technology. New York: Appleton-Century-Crofts, 1963.

[7] Bruner, Jerome. Op. cit.

f. The outcomes described above are considered of prime importance and, therefore, careful consideration has been given to their measurement. This will be discussed in later sections of the proposal. (See Section VIII, Evaluation, Sample of Measures of Evaluation).

2. Teachers - it is common in the literature today to speak of the changing role of the teacher. Coulson[8], for example, comments that the impact of certain technology on education will affect the teacher's role in several important ways.

> "His job will no longer be primarily to present information and to drill students. He will spend most of his time in diagnosing individual learning problems, remedying them in close tutorial interactions with the pupils, and leading group discussions. He will be required to coordinate the use of many instructional materials and media that will be available to him...and will have to decide which procedures will be most effective for students with different learning needs."

Any innovative program to individualize instruction would seem, therefore, to lead inevitably toward the role of the teacher as the diagnostician and guider of learning. Behavioral changes in the teacher must therefore be looked for. Specifically, it is expected that teachers will:

a. Become more capable of diagnosing the needs of individual students and prescribing programs to effectively differentiate instruction.

b. Become more proficient in defining and measuring behavioral goals for each student.

c. Become more proficient in diagnosing his or her own abilities and capabilities in creating an individualized learning environment.

d. Become more creative in his use of resource materials and his willingness to try new approaches to individualize instruction.

3. Administrators - while many worthwhile endeavors in individualized instruction can be accomplished by teachers and curriculum designers, it has been demonstrated repeatedly that the administration is the first key source for introducing innovation and a climate for change. Consequently, the proposed project seeks several observable changes in school administrators, viz.

a. An increased ability to encourage and support an environment in which enduring change can occur.

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[8] Coulson, John E. Automation, electronic computers, and education. Phi Delta Kappan, 1966 (March), 340-341.

b. A willingness to experiment with new approaches and to commit the resources of the school for effective development and evaluation of the impact of the approaches tried.

c. An improved ability to define educational goals of the school in concrete measurable terms.

d. An improved ability to conceptualize the innovative process and to implement innovative programs most effectively within the school setting.

3. The Community - by community is meant the specific community surrounding a given school, as well as the community viewed as a whole in the Genesee Valley Region. The behavioral changes looked for here are:

a. An increased responsiveness of the community to cooperate and participate in innovative programs being conducted by the schools.

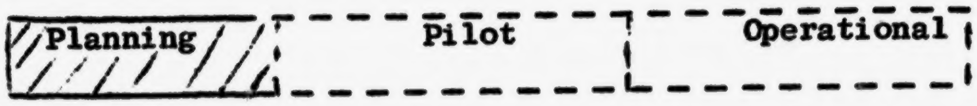
b. An increased willingness to share resources and to plan cooperative support for innovative programs.

These changes are extremely important if cooperative regional planning is to have a long range effect and influence in bringing about planned innovation within the schools.

C. Specific Objectives

As a result of extensive cooperative planning between the various educational resources of the Region, the proposed project seeks to move directly into a pilot or feasibility phase, which will subsequently be followed by an operational phase. To see these two phases in their proper context, it will be useful to consider briefly what has resulted from previous planning activities.

1. Planning



In preparing for the proposed project, a careful study was made to identify those schools within the Genesee Valley Region which were experimenting with innovative approaches to the individualizing of instruction. Three general criteria were used to distinguish schools with ongoing innovative programs.

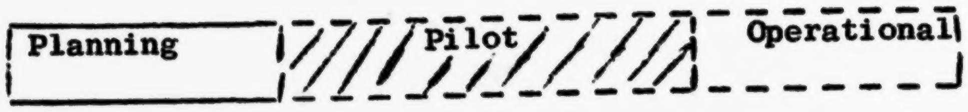
a. Strong evidence of interest in educational change and improvement.

b. Programs of a highly unusual and creative nature being conducted.

c. Programs being conducted that are considered by authorities in the field to be in the forefront of innovation.

The study revealed a number of programs and schools that fulfilled the above criteria. After careful consideration, four innovative programs were selected. These were intercultural understanding, pupil-team learning, team teaching, and independent study. A number of schools were identified as prime movers with these four programs, each school associated with one particular program. Further selection reduced the number to a cluster of four schools for each program. Thus, sixteen schools and four programs were identified and selected. (See Appendix IV for letters of interest and descriptions of 16 I & D Units). An administrative organizational plan was then detailed that would provide an ongoing advisory, coordinative and evaluative function between the Center and each of the schools. This plan was tentative and represented the best working judgments and hypotheses then available. It will be described in more detail in Section IV. However, it illustrates at this point the various planning activities preparatory to the pilot feasibility phase, which is proposed by this project.

2. Pilot Phase



The objectives of the pilot phase are:

a. To help identify innovative schools in the further development of their programs, by providing assistance in:

   1. Specifying school, administration and student instructional goals in behavioral and operational terms.

   2. Establishing tests and criteria to measure student learning.

   3. Establishing techniques and procedures for matching all available school resources with student needs.

   4. Evaluation of results.

   5. Improving teachers' diagnosis of learning styles and teaching strategies.

   6. Providing human and material resources needed for development.

b. To develop the organizational procedures related to the operation of a school as a demonstration center.

c. To establish communication procedures between schools working on the same innovative programs, schools working with different innovative programs and other schools within the Region.

d. To develop procedures for demonstrating innovative programs to other schools.

e. To develop preliminary change models for introducing and adapting innovative programs within other schools.

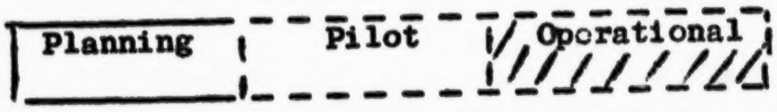
f. To develop criteria for measuring and comparing performance of the innovative program within the larger school setting as regards teacher performance, administrative performance, and cost vs. benefit factors.

Various approaches have been developed for accomplishing the above objectives. The pilot phase will serve to test the feasibility of these approaches to identify those considered most useful.

The 16 schools selected for further development of their innovative programs will be assisted in ways appropriate to their position in the planning model previously discussed. Thus, for a given school and program, heavy emphasis might be placed initially on the development of behavioral goals. Another school, that has satisfactorily performed this objective, might be given more help initially in further development of its program with regard to curriculum, organization, personnel, methods, materials, etc. as discussed in the planning model. The planning model thus allows assistance to the individual school and personnel, tailored to their specific needs. It also facilitates creative educational change by stimulating activity at all stages of the innovative process.

The net result of this pilot phase is to lay all the ground work for moving logically into the operational phase.

3. Operational Phase



In the operational phase of the proposed project, each of the innovative programs becomes a self-sustaining, integral unit. In addition, heavy emphasis is placed on adaptation of the innovative programs within other schools, using the change models developed. The objectives of the operational phase, therefore, are:

a. To continuously evaluate operating programs in terms of defined criteria of success.

b. To demonstrate within the Genesee Valley Region exemplary and innovative programs for individualizing instruction.

c. To disseminate information about these programs to other schools within the Region, interested Regional/metropolitan groups, and other agencies and centers outside the Region.

d. To adapt proven innovative programs within other schools within the Region.

e. To determine the broad and specific applicability of developed change models used in the adaptation process.

Because of the essentially dynamic character of the change process, it is anticipated that some schools and programs will be ready for the operational phase before other schools. As a result, after a period of time, there will be pilot and operational phases running in parallel. This is desirable because much feedback from operational units can greatly assist other schools in the development of their pilot programs.

IV. Procedures

As noted, the proposed project will be developed in three phases--planning, pilot, and operational. Due to the great deal of planning done prior to submitting the proposal for funding, no funds will be requested for the Planning Phase. These pre-submission planning activities have been possible because of the cooperation and high interest of local school agencies in the development of the plan for the proposed project.

An important aspect of the pre-submission planning has been the development and refinement of the concept of I & D Units. These units will be in area schools that are concerned with the invention and demonstration of innovative practices. Through the cooperative efforts of the Regional Center and representatives of area schools, a rationale and a design for the development of these I & D Units has been developed. The design of the Units has been facilitated by the fact that most of the schools represented are already involved in developing innovative strategies of instruction.

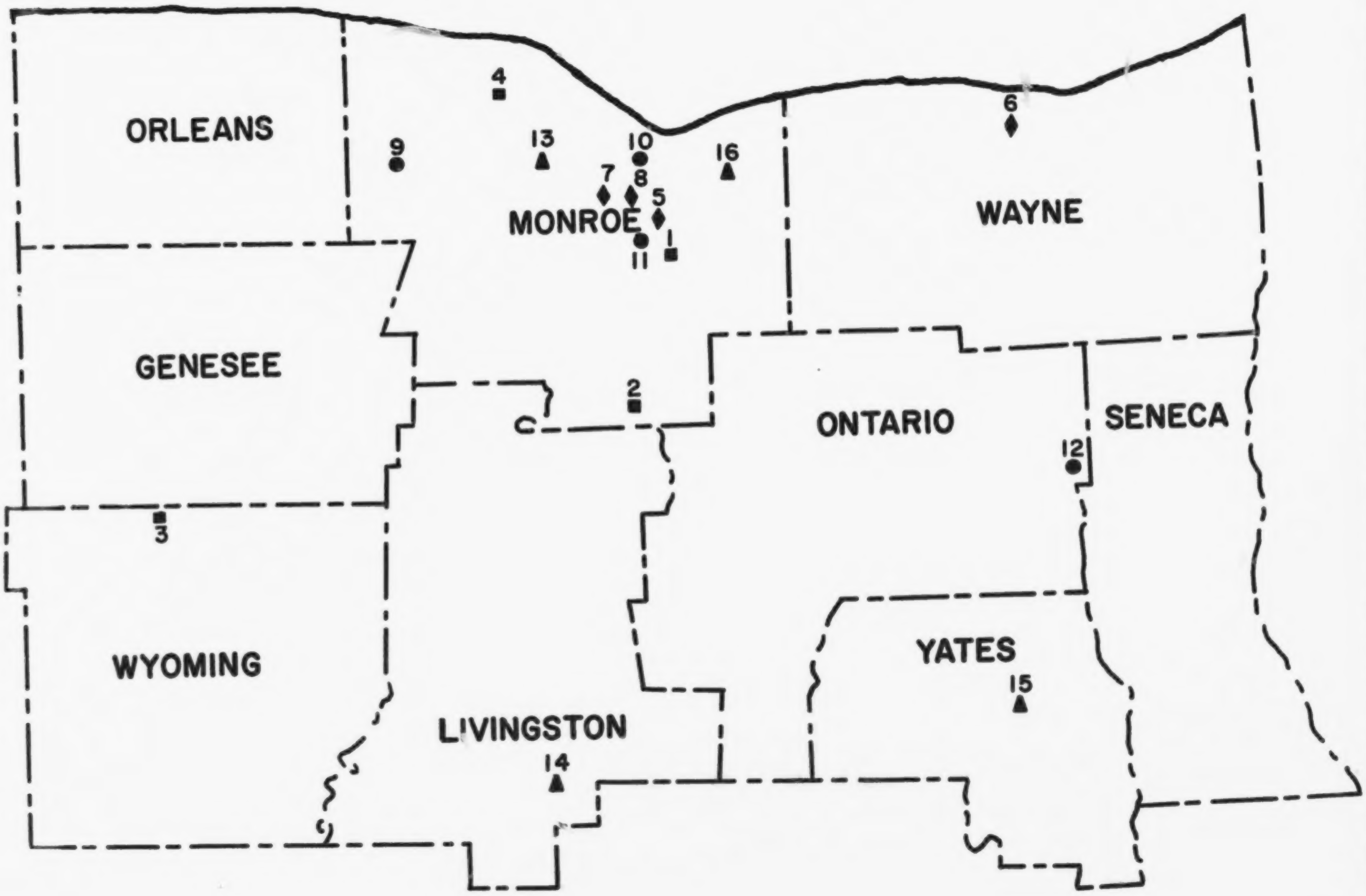
The central concept in the proposed project is to bring about school improvement through systematic study of innovative strategies. In order to reinforce this concept, the Research and Evaluation component of the Regional Center will conduct an orientation workshop. This workshop will be held during the preparation phase of the proposed project. (The Research and Evaluation component of the Center is in operation and no funds are requested for this activity). The workshop will involve selected staff members in the I & D Units using innovative instructional techniques. The workshop will allow these staff members to evaluate the innovation being used in their respective schools and to concentrate on the specification and clarification of the educational goals in behavioral terms that will guide the programs of the I & D Units.

PILOT PHASE - August 1, 1967 - February 1, 1968

An important aspect of the Pilot Program will be the development of the previously mentioned I & D Units. These I & D Units will be located in urban, suburban and rural schools and will have the primary purpose of developing into exemplary units for the demonstration of a particular instructional strategy (Intercultural Understanding, Pupil-Team Learning, Team Teaching and Independent Study). Each unit will develop to the stage where it can demonstrate an instructional strategy to other schools in the region for their possible adaptation. Each unit will also develop its own approach to bringing about educational improvement through a systematic analysis of change.

An I & D Unit may consist of a single school or part of a school in one participating school district, e.g., a whole primary school or a high school science department. Hence the manner in which a particular innovation, such as Pupil-Team Learning, is carried out will vary from one unit to another. This arrangement will enable the Center to analyze and evaluate variations on each innovation in urban, suburban and rural settings. (See Figure 1 for Placement of I & D Units.)

GSVDA REGIONAL CENTER


ORLEANS
GENESEE
WYOMING
MONROE
LIVINGSTON
ONTARIO
WAYNE
SENECA
YATES
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INVENTION - DEMONSTRATION UNITS

■ PUPIL TEAM

1 PITTSFORD
2 HONEOYE FALLS
3 ATTICA - LETCHWORTH
4 HILTON

♦ INDEPENDENT STUDY

5 BRIGHTON
6 SODUS
7 MADISON
8 AQUINAS INSTITUTE

● INTERCULTURAL UNDERSTANDINGS

9 SUNY BROCKPORT
10 WEST IRONDEQUOIT
11 CENTER for URBAN EDUCATION
12 GENEVA CITY SCHOOLS

▲ TEAMING of TEACHERS

13 GREECE
14 DANSVILLE
15 PENN YAN
16 WEBSTER

The I & D Units are grouped into four areas. The areas are defined here:

Intercultural Understanding programs are designed to promote widening understanding and cooperation between groups at various levels (pupil, teacher, parent) by various means (increased group-group and person-person interaction, curriculum changes, etc.). Programs utilize various strategies. Some programs seek to improve pupil ratios by changing school boundaries or by busing pupils across existing boundaries. Others emphasize direct instruction to increase awareness of cultural heritages. Programs to improve teacher and parent attitudes are less extensive, but are frequently a goal of existing intercultural understanding programs.

Team Teaching is a pattern of personnel organization (teachers and pupils) which has emerged as an alternative to self-contained and departmentalized classroom arrangements. It is a staff organization in which a group of teachers mutually accept responsibility for planning, carrying-out, and evaluating an educational program for an aggregate of pupils. Team teaching is associated with: 1. specialization or differentiation in teaching functions; 2. flexible and efficient use of the various resources within the school, including the building itself; 4. ease of incorporating part-time teachers, itinerant specialist teachers, and other personnel, including nonprofessionals, in the team's structure; and 5. greater tendency to use a wider range of instructional resources and teaching technologies.

Pupil-Team Learning is a method of organizing pupils to expand their opportunities to assist each other in their quest for new knowledge and skills. As generally practiced, small groups (2 to 5 pupils) assume mutual responsibility for planning, executing, and evaluating specific learning activities designed to advance development in some area. The specific purpose and composition of pupil-teams may vary. Pupil-team learning can be particularly effective in teaching pupils how to work together.

Independent Study is a program by which students receive education by appointment. Students see their teachers on a consultive basis. Individual pupils pursue a special topic or project under the guidance of the teacher or other educator as part of a regular program. They often undertake projects which they have selected themselves. The projects clarify and enrich material presented in large classes. Independent study involves many types of activities: reading, viewing, listening, writing, working on automated learning devices, and doing a variety of things under supervision in different kinds of laboratories. Independent study is the pursuit of special topics or projects by individual students under the guidance of faculty advisors apart from organized courses.

CHARACTERISTICS OF COMMUNITIES AND INVENTION-DEMONSTRATION UNITS

Intercultural Understanding:

West Irondequoit--a suburb north of Rochester, has a relatively stable population of about 61,000. It is primarily residential. Families have incomes in the middle and upper-middle range. The community was one of the first in the country to accept inner city children in a voluntary open enrollment plan. The district is in its second year of educating these pupils bussed from the inner city of Rochester.

State University (Brockport)--Brockport is a community of about 7,000 residents and is located in the northwest section of the nine-county area. The campus school of the State University College has, since the summer of 1966, been involved in an extensive program of educating children bused from the inner city areas of Rochester. The Demonstration School is now embarking on a study of desegregation problems to discover knowledge which will be shared with other schools in the region.

Center for Cooperative Action in Urban Education (Rochester)--The Center, originally developed by the City School District of Rochester and the University of Rochester, received a planning grant under Title III during 1966. It is situated in the city and will eventually be directly involved with the education of a large portion of the inner city pupils in a new World of Inquiry Demonstration School. The overall purpose of the Center is to coordinate cooperatively planned urban educational services, innovation, research, and training. The GVSDA Regional Center and the Center for Cooperative Action have maintained close contact in the development of Title III projects to complement each other through city and regional planning.

Geneva--with a population of about 18,000, is a trade center for a fruit and vegetable growing region. It is located in the far eastern part of the nine-county area, includes light manufacturing industry, a State agricultural experimentation station, and two liberal arts colleges. The community has a growing non-white population as a result of the agricultural and canning industry which employs migrant and low income labor. It is presently engaged in a study of change processes-teachers and students-related to integration.

Pupil-Team Learning

Pittsford--a middle-income suburb southwest of Rochester, has a relatively stable population (about 19,000), and is primarily residential. Elementary teachers were involved in pupil-team learning workshops with consultants from Wellesley, Mass. in the summer of 1965 and 1966.

Honeoye Falls--a rural community with a stable population of about 3,000 is located near the center of the nine-county area. The high school of 325 students is the first school in the country to ungrade its program through pupil-team learning procedures. Emphasis is placed on pupil-learning by pupil to pupil teaching.

Attica-Letchworth--Two rural communities of about 3,000, located in the south western section of the nine-county area coming together in this project to act as one I & D Unit. The junior high school at Attica and the elementary school at Letchworth will develop pupil-team learning. Sixty teachers from this area participated in team learning workshops with consultants from Wellesley, Mass. during the summer of 1966.

Hilton--a rural community of about 2,000 located in the extreme northern section of the nine-county area. Agriculture, canning, and truck farming are its principle industries. A unique octagonally-shaped elementary school planned with pupil-team learning as a central concept will be ready for students in Sept. 1967.

Team Teaching

Greece--a rapidly growing suburb of Rochester, has a population of about 60,000. It is chiefly a middle income residential and light industrial area. School growth rate averages 10% a year. The community includes many persons recently moved from the city of Rochester. The school district has planned an intensive summer school and training program for the summer of 1967 preliminary to establishing a comprehensive team teaching program in K - 12.

Dansville--a community of about 6,000, is located in the southern section of the nine-county area. Its industry includes light manufacturing and agriculture. The new elementary school will include common teaching areas to enhance the teaming of teachers.

Penn Yan--a community with a population of nearly 6,000, is located south east in the nine-county area. Its industry includes resort facilities, light manufacturing, and agriculture. The school has a team teaching program and is developing new approaches to team planning related to a closed circuit television system already installed.

Webster--a rapidly growing suburban community of Rochester, has a population of nearly 20,000. It is a mixed residential and industrial community, members of which have a wide range of educational ackgrounds. A ten million dollar bond issue passed just recently will provide a new junior-senior high school based on a school within a school plan and new approaches to staff utilization.

Independent Study

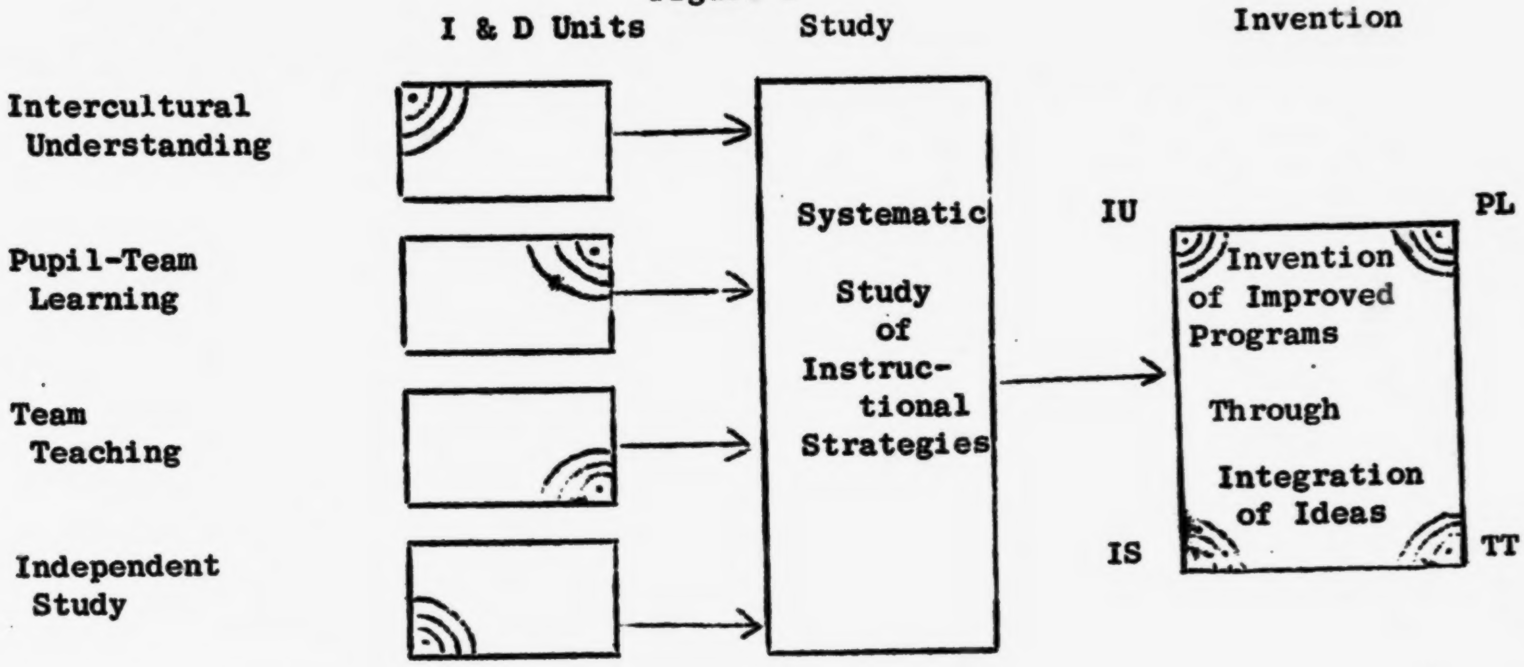
Brighton--a Rochester suburb of about 30,000, is a residential and upper-middle income community. High school students made contracts in the Spring of 1966 to complete independent study projects during the 1966-67 school year. Resource people in the community as well as in the school are used as advisors for independent study projects.

Sodus--a rural community of about 2,000 has a relatively high per cent of immigrant labor families. It is located in the north eastern section of the nine-county area. It has light manufacturing, agriculture, and recreation as its principle industries. Rennovations to the high school will include an independent study resource center.

Madison High School (Rochester)--one of the nine city high schools has 1821 students, 61% of whom are non-white. The drop-out rate last year was 10.5%, and 24% of its graduates went on for further education. The independent study plan focuses on sensual-tutorial experiences for students of average or below average ability in grades 10-12.

Aquinas Institute (Rochester)--a Catholic high school, one of eight located in the city of Rochester, with an enrollment of about 1200 students. Educational specifications for a new building or additions to present building call for equipment and space which will facilitate independent study. (See Figure 2 illustrating how schools might study Instructional Strategies).

Figure 2


I & D Units
Study
Invention
Intercultural Understanding
Pupil-Team Learning
Team Teaching
Independent Study
Systematic Study of Instructional Strategies
IU
PL
IS
TT
Invention of Improved Programs Through Integration of Ideas

The following procedures will be used during the Pilot Phase. The procedures are listed in order of priority.

1. Selection of Staff to Coordinate Project.

   During this stage, an outstanding coordination staff will be recruited to operate the proposed project. This staff will be composed of four full-time coordinators in each area of innovation to be demonstrated by the I & D Units (Intercultural Understanding, Pupil-Team Learning, Team Teaching, and Independent Study). The importance of these staff members to the Pilot Phase will be their understanding of the area of innovation they coordinate. It is of critical importance to the Pilot Phase that this project be staffed by individuals that have a working knowledge of the innovative instructional strategy to be demonstrated.

2. Specification and Clarification of Educational Goals in the I & D Units.

   Prior to the development of the I & D Units, the Regional Center I & D Unit specialists and consultants will assist the I & D Units to specify and clarify their educational goals for pupils and staff in behavioral terms. When the I & D Units have defined their goals, worked out the details of their instructional strategies for reaching these goals, and ways to measure and evaluate the results, they will be ready for the next stage, the further development of the Invention-Demonstration Unit programs

3. Further Development of Invention-Demonstration Programs.

   The coordination staff of the project and selected staff of the schools serving as I & D Units will use the following procedures to expand the Invention-Demonstration Unit programs:

   a. Assist staff members in schools housing the I & D Units to understand and develop appropriate behavioral objectives for the instructional strategy being used by the school.

b. Design procedures necessary for pre-demonstration, demonstration, and post-demonstration sessions at the I & D Units.

c. Design a visitation model for demonstration of instructional strategies for the operational phase.

d. Design various methods to inform other schools in the area of developments taking place in the Invention-Demonstration Units (see Section IV-Dissemination and Communication).

4. Dissemination and Communication of Developments in Pilot Program.

During the Pilot Program communication and dissemination of information concerning project development will be of vital importance to the Regional Center and the I & D Units. The Regional Center will develop a number of avenues of communication to keep information flowing between the Regional Center and the I & D Units. Among these will be:

a. Communication within the Regional Center--techniques to keep Regional staff informed of developments concerning the project program and the I & D Unit programs.

b. Communication outside the Regional Center--the Regional Center will develop dissemination and communication techniques in the following areas:

   1) Within I & D Unit --to keep staff of I & D Units informed of developments within their own I & D Unit.

   2) Within I & D Unit and the School System Housing the I & D Unit--to keep staff of the school system housing the I & D Unit informed of the development of the I & D and Regional Center programs.

   3) Among I & D Units Developing Programs in the Same Area of Innovation--to keep staffs of all I & D Units informed of developments in other I & D Units in the same area of innovation.

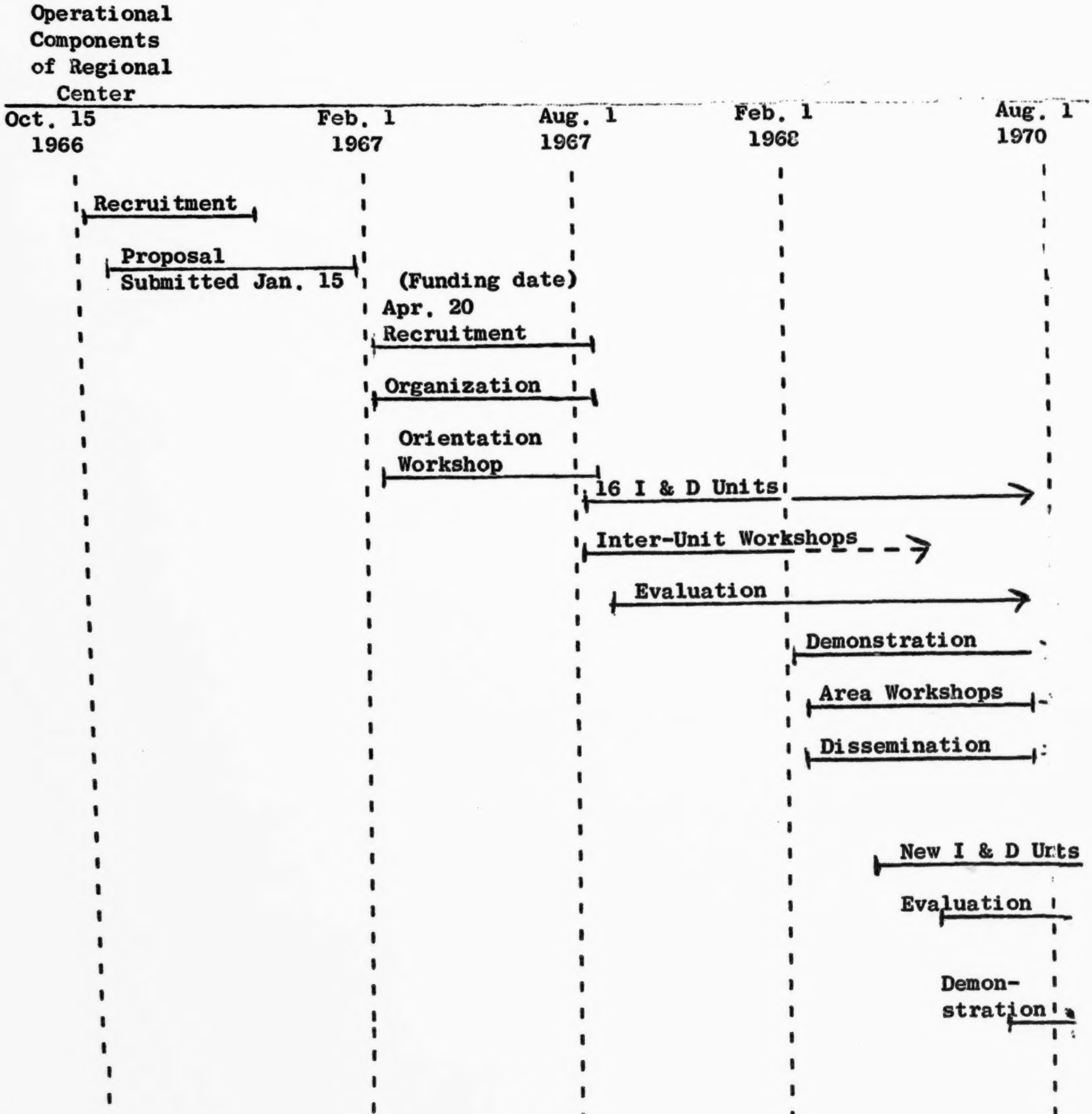
   4) Among I & D Units Developing Programs in other Areas of Innovation --to keep staffs of all I & D Units informed of developments in all I & D Units of the project.

A detailed outline of the procedures to be used for Dissemination and Communication during the six-month Pilot Program is presented in Section IX--Dissemination. (See Figure 3, following page, for Proposed Phases of Development of I & D Units).

Figure 3

Proposed Phases of Development of the

COOPERATIVE PLAN FOR INVENTION, DEMONSTRATION AND EVALUATION OF INNOVATIVE PRACTICES AMONG URBAN, SUBURBAN, AND RURAL SCHOOLS


Operational Components of Regional Center
Oct. 15 1966
Feb. 1 1967
Aug. 1 1967
Feb. 1 1968
Aug. 1 1970
Recruitment
Proposal Submitted Jan. 15
(Funding date) Apr. 20
Recruitment
Organization
Orientation Workshop
16 I & D Units
Inter-Unit Workshops
Evaluation
Demonstration
Area Workshops
Dissemination
New I & D Units
Evaluation
Demon-stration

5. Evaluation of Pilot Program

Essential to the development of the operational phase of the proposed project will be the information gathered through the evaluation of the Pilot Program. Procedures for the evaluation of the Pilot Program are outlined in detail in Part II--Narrative, and Section VIII--Evaluation.

OPERATIONAL PHASE - February 1, 1968

As a result of developments during the Pilot Program, the proposed project will design an operational program for the demonstration of the innovative instructional strategies being used in the I & D Units.

A. Operation of Demonstration Phase of I & D Units

1. The Regional Center Coordination staff will:

   a. Develop the necessary procedures for the demonstration of instructional strategies (role of administrators-teachers-observers).

   b. Develop a visitation cycle for demonstrations (pre-demonstration period, demonstration period, post-demonstration period.)

   c. Assist area schools wishing to make further studies of instructional strategies by means of workshops, seminars, etc.(see Dissemination Section for details).

   d. Continue to assist the I & D Units in the development of their programs by means of seminars, workshops and use of consultants.

   e. Identify other schools to function as new I & D Units.

   f. Further develop dissemination techniques.

   g. Coordinate a workshop dealing with specification of behavioral objectives.

2. The I & D Units will:

   a. Plan for demonstration of the instructional strategies being used at the I & D Unit by means of a visitation and demonstration cycle.

   b. Work with the coordination staff of the Regional Center to provide assistance to other area schools wishing to study innovative programs.

B. Dissemination and Communication Phase of I & D Units

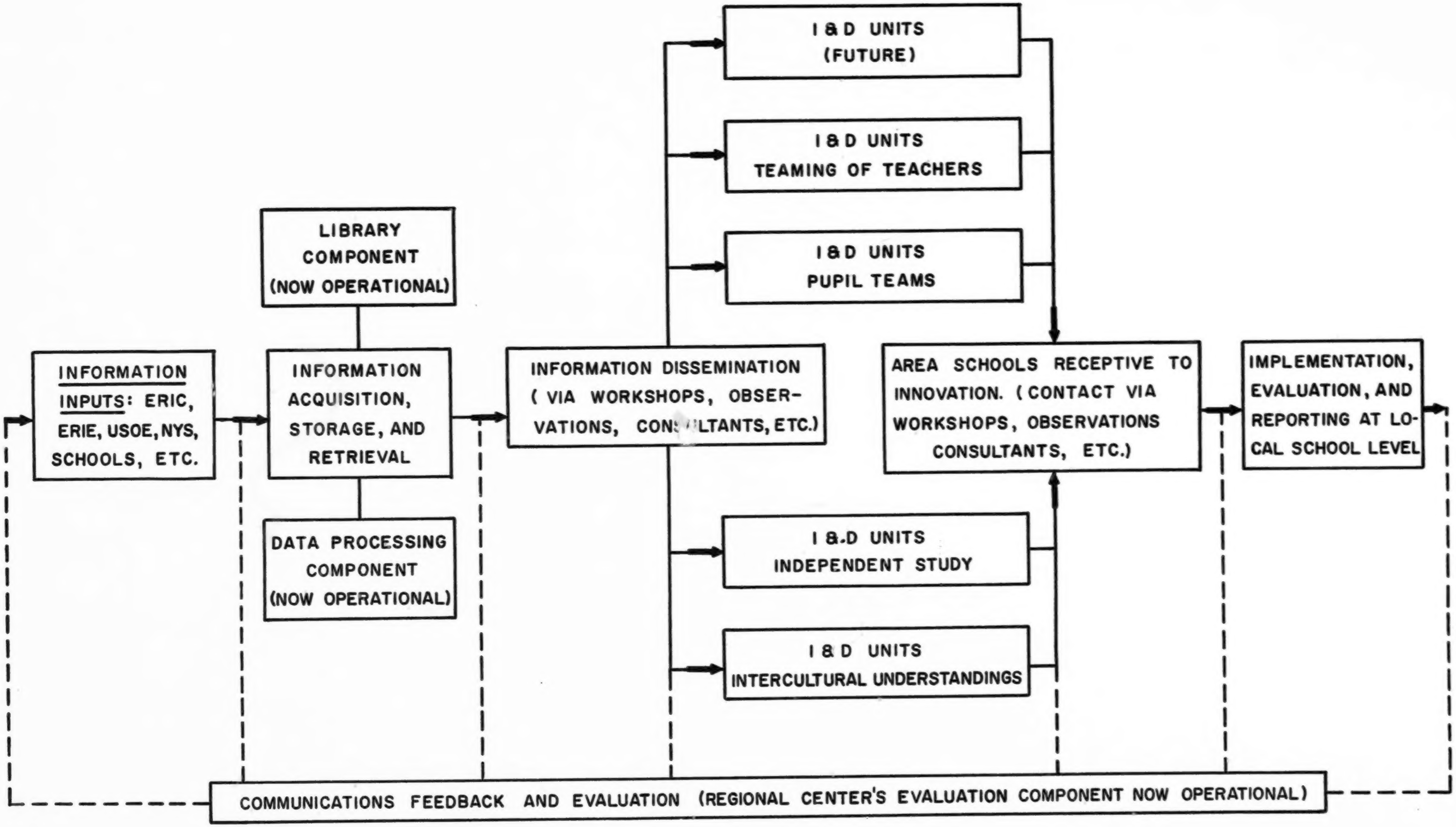
During the operational phase of the proposed project, the Regional Center will provide for the widespread dissemination of information to all the participating schools, other schools in the nine-county area, and to other schools on the State and National level. For detailed procedures for dissemination of information during the operational phase, see Part II, Section VIII--Dissemination.)

C. Continued Evaluation of I & D Unit Programs

The Regional Center and the I & D Units will continue to develop procedures necessary for the evaluation of programs being used in the I & D Units. The results of these evaluations will be made available to area schools interested in studying innovative instructional strategies. (See Figure 4--Functional Organization of Instructional Strategies Program and the Emphasis Placed on Feedback and Evaluation.)

The uniqueness of this proposal rests on the innovative nature of the I & D Units selected from the many potentially exemplary programs getting underway in the Genesee Valley region. Therefore, a detailed description of the activities now being carried on in each of the sixteen proposed Units, and letters of intention expressing interest in developing these programs as demonstration units for study by other schools are included in Appendix 4.

FUNCTIONAL ORGANIZATION OF INSTRUCTIONAL STRATEGIES PROGRAM


INFORMATION INPUTS: ERIC, ERIE, USOE, NYS, SCHOOLS, ETC.
LIBRARY COMPONENT (NOW OPERATIONAL)
INFORMATION ACQUISITION, STORAGE, AND RETRIEVAL
DATA PROCESSING COMPONENT (NOW OPERATIONAL)
INFORMATION DISSEMINATION (VIA WORKSHOPS, OBSERVATIONS, CONSULTANTS, ETC.)
I & D UNITS (FUTURE)
I & D UNITS TEAMING OF TEACHERS
I & D UNITS PUPIL TEAMS
I & D UNITS INDEPENDENT STUDY
I & D UNITS INTERCULTURAL UNDERSTANDINGS
AREA SCHOOLS RECEPTIVE TO INNOVATION. (CONTACT VIA WORKSHOPS, OBSERVATIONS CONSULTANTS, ETC.)
IMPLEMENTATION, EVALUATION, AND REPORTING AT LOCAL SCHOOL LEVEL
COMMUNICATIONS FEEDBACK AND EVALUATION (REGIONAL CENTER'S EVALUATION COMPONENT NOW OPERATIONAL)

V. Emphasis

THE PROGRAM WILL PRESENT A NEW SOLUTION TO AN EDUCATIONAL PROBLEM BY ACTING AS A CHANGE STIMULUS WITHIN A METROPOLITAN AREA. It will work towards a cooperative sharing and diffusion of innovative ideas and practices among the existing school systems and across the present narrow, political borders of school districts and community regions. The chief innovative idea of this project is its commitment to the notion that educational improvement in the days ahead will occur in direct proportion to the opportunities provided to share the results of thoughts and actions--the problems and pitfalls encountered as well as successes. The program:

1. INVOLVES TEACHERS AND STUDENTS AS INNOVATORS

By identifying and concentrating on existing innovations and helping schools invent new solutions to educational problems, there will be involvement of teachers and students. The focus will be on instructional staffs as innovators. This insures the needed support for change at the grass roots level. The proposed program, through the use of consultants and special personnel, will assist the innovative schools in formulating goals, carrying out the details of the instructional program, and measuring and evaluating the outcomes. This assistance will encourage further staff involvement in future developments.

2. INVOLVES ADMINISTRATORS AS IMPLEMENTORS AND CHANGE AGENTS

The administrators and local board members who have the power to change educational policy are essential for implementation and adaptation. By means of clearly defined and carefully developed models it will be possible to disseminate the information about innovative practices to administrators in the nine-county area. The proposed program plans to provide the necessary training to assist administrators in their difficult role of implementors of change. These activities will be planned as a part of the dissemination aspect of the proposal.

3. FACILITATES CREATIVE COOPERATION

The program will provide a focus for regional cooperation by providing access to a flexible pooling of talents and resources at the local level. A major function of the Center is to facilitate "creative cooperation" among school systems, community resources and State and Federal agencies. By identifying local talent and existing innovative practices and coordinating their efforts, the program aims to clarify practices, reduce duplication of activities and resources, and foster further innovative developments. This type of role, achieved in terms of collaboration and reason, is essential for an effective deployment of Federal and State assistance in overcoming the unique problems of this nine-county metropolitan and rural region.

4. FOSTERS COMPREHENSIVE INTEGRATION

One of the most important outcomes of this cooperation among the I & D Units will be a concrete, working example of integration; integration not just in a racial sense, but in a broader socioeconomic sense which is essential for the continuing strength of our democratic practices and institutions. The difference among teachers and students in the composition of these Units will bring into a working interaction people of various backgrounds. There will be people from the inner city, from the suburbs, and from the smaller rural communities. There will be an exchange of ideas, a sharing of concerns and feelings, an opportunity to perceive from the other's point of view. And hopefully, by working together in finding ways to help each individual achieve his potential, there will emerge an intimate knowledge of a common desire to work for a more humane community.

VI Planning

A. As a result of determining the needs of the Region, primary focus was placed upon the need for equalizing educational opportunity, both urban and rural, by focusing on a Cooperative Plan for the Invention, Demonstration and Evaluation of Innovative Practices among Urban, Suburban and Rural Schools.

An Advisory Council to the Regional Center task force represented cultural agencies in the nine-county region. The members of this advisory group are:

Committee Chairman

Mr. Fred Painter, Superintendent of Schools, Brighton School District #1, Rochester, New York

Committee Members

Mr. George Amarandos, Ars Antiqua Society, Inc., Rochester, New York
Mr. Herbert Bettinger, Superintendent of Schools, Pittsford, New York
Rev. Daniel Brent, Assistant Superintendent of Schools, Diocese of Rochester, Rochester, New York
Mr. Cecil Combs, Associate Provost for Special Programs, University of Rochester
Miss Eleanor Driscoll, Curriculum Coordinator , Rush-Henrietta Central School
Dr. David Fetler, Conductor, Rochester Chamber Orchestra, Hochstein School, Rochester, New York
Mr. Otis Finley, Marketing Associate, Eastman-Kodak Co., Rochester, New York
Mrs. John Flory, Member, Board of Education, Penfield, New York
Dr. William A. Fullagar, Dean, College of Education, University of Rochester
Mr. Herman Goldberg, Superintendent of Schools, Rochester, New York
Mr. Harold Hacker, Director, Rundel Public Library, Rochester, New York
Mr. Leslie Jones, Director, Rochester Industrial Management Council, Rochester, New York
Dr. Samuel Jones, Assistant Conductor, Rochester Philharmonic Orchestra
Mr. William Joslyn, Superintendent of Schools, Penn Yan, New York
Mrs. Lee Kheel, Executive Director, Theatre East, Rochester, New York
Mr. Bernard Kinsella, Assistant Superintendent of Schools, Pittsford Central School, Pittsford, New York
Very Reverend Charles B. Lavery, President, St. John Fisher College, Rochester New York
Miss Bertha Lederer, Chairman, Division of Fine Arts, State University of New York, Geneseo, New York
Mr. John E. Loveless, District Superintendent of Schools, Ontario County
Mr. Robert W. MacVittie, President, State University College, Geneseo, N.Y.
Mr. John Porter, Director, Rochester Area Educational Television Association, Rochester, New York
Mrs. Kenneth Power, Regent, University of the State of New York, Rochester, N.Y.
Mr. Harris King Prior, Director, Memorial Art Gallery, Rochester, N.Y.
Rt. Rev. Msgr. William Roche, Superintendent of Schools, Rochester Diocese, Rochester, New York
Mr. Howard Samuels, President, Kordite Corporation, Macedon, New York
Mr. Donald Shetler, Professor of Music Education, Eastman School of Music Rochester, New York

Mr. Otto Stewart, District Superintendent of Schools, Orleans County, Medina, New York
Mr. W. Stephen Thomas, Director, Rochester Museum of Arts & Sciences, Rochester, New York
Mr. Ellsworth Wilson, District Principal, Spencerport Central School, Spencerport, New York
Mr. Mark Scurrah, Consultant, Center on Innovation, New York State Education Department

Representatives of the following colleges and universities have served as planning advisors: Geneseo, Brockport, and Oneonta State University of New York, University of Rochester, Monroe Community College, St. John Fisher, Keuka College and Syracuse University.

Representatives of schools in the region were asked to form task forces to further determine the best way to develop such an innovative approach to instructional strategies. Teachers and administrators from urban, suburban and rural schools were represented on this task force. Members of this task force are:

Mr. Tony Barraco, Director of Education, Nazareth College
Rev. Daniel Brent, Assistant Superintendent, Diocese of Rochester
Mr. Frank Broadbent, State University at Brockport, Associate Professor of Education
Mr. Robert Bundy, Graduate Assistant, Syracuse University, Syracuse, New York
Mr. Arnold Cantor, Vice-Principal, Madison High School, Rochester, New York
Mr. Jack Carry, Teacher, Nazareth College
Mr. C. Samuel Cornish, Teacher, State University of New York at Brockport
Mr. John D. Chipp, Principal, Maidson High School, Rochester, New York
Mr. William D. Ealahan, District Principal, Honeoye Falls, New York
Mr. Karl E. Green, Elementary Superintendent, Marion Central School, Marion, New York
Mr. Joseph Gullo, Teacher, Keuka College, Keuka Park, New York
Rev. Leon G. Hart, Principal, Aquinas Institute, Rochester, New York
Mr. Osmo Heila, Teacher, East High School, Rochester, New York
Mr. Theodore Henry, Director, A.V. Ed., Penn Yan Cent. School, Penn Yan, N.Y.
Mr. Robert Hynes, Teacher, Brighton, New York
Mr. Ralph Jordan, Teacher, State University of New York at Brockport
Mr. Bernard Kinsella, Assistant Superintendent, Pittsford Central Schools, Pittsford, New York
Mr. David C. Maurer, Jr.-Sr. High Principal, Honeoye Falls Central School Honeoye Falls, New York
Mr. Charles Meder, Teacher, St. John Fisher College, Rochester, New York
Miss Geraldine McMullen, Schools Relations Director, RAETA, Rochester, New York
Mr. George Rentsch, Coordinator of Instruction, Rochester City Schools
Mrs. Helen Rice, Coordinator, Curriculum Planning, West Irondequoit Central Schools, Rochester, New York
Mr. David Robinson, Assistant Superintendent, Greece Central School District #1, Rochester, New York

Mrs. Eleanor Searl, Elementary Consultant, Pittsford Central Schools, Pittsford, New York
Mr. William A. Stirling, District Principal, Byron-Bergen Central School
Mr. Thomas R. Taber, Assistant District Principal, Webster Central School, Webster, New York
Mr. John P. Toscano, Teacher, Madison High School, Rochester, New York
Mr. William VanLare, District Principal, Naples Central School, Naples, N.Y.
Mrs. Betty Vary, Curriculum Director, Hilton Central School, Hilton, N.Y.
Mr. Lawrence Watts, Superintendent, Greece Central School District #1 Rochester, New York

Teachers and Administrators of the Identified I & D Units planned to channel information to both the Task Force and Advisory Group. Schools represented in the planning are:

- Attica-Letchworth Central School
- Aquinas Institute, Rochester
- Brighton High School
- Brockport SUNY Demonstration School
- Center for Urban Education, Rochester
- Dansville Central School
- Geneva Central School
- Greece Central School
- Hilton Central School
- Honeoye Falls Central School
- Madison High School, Rochester
- Penn Yan Central School
- Pittsford Central School
- Sodus High School
- Webster Central School
- West Irondequoit Central School

B. Program Planning

The proposed Cooperative Plan for the Invention, Demonstration and Evaluation of Innovative Practices Among Urban, Suburban and Rural Schools has developed in two stages:

1. A survey of local educational agencies to determine major needs in the area of new instructional techniques and materials related to equalizing educational opportunities.

2. The design of an exemplary program by which school personnel in the nine-county area may study in detail innovative approaches to learning and teaching.

   The latter step has occupied the greater amount of time and has involved teachers and administrators, local industrial agencies, institutions of higher education and cultural agencies in the planning.

The needs, concerns and interests of schools in the area were determined in two surveys taken during Planning Grant OEG 1-6-000-180-0282 awarded to the Genesee Valley School Development Association in February, 1966.

Survey 1 - On March 21, 1966 an informal "reactionnaire" (see Appendix VI, Item A) was given to interested chief school administrators representing 30 school districts. The replies to this survey were used to formulate a detailed questionnaire on the current practices and the present and future needs of schools.

Survey 2 - A questionnaire (partial copy Appendix II, Item B) was responded to by the chief official in every public school district and all private and parochial schools in the nine-county region. The questionnaire was filled out by the interviewer. Occasionally, the chief officer called in department heads and other teachers, to ensure the accuracy of his replies.

Some results of the survey (for further details see Appendix III).

a. A 100% return on the questionnaire assured the Regional Center of the completeness of coverage.

b. Over 90% of the respondents indicated an interest in new approaches to instruction.

c. 89% of all school officials expressed willingness to join a cooperative effort for improving education in the Genesee Valley Region.

d. 86% of all schools were interested in conducting guided research studies.

e. 87% of all respondents thought their teachers would be interested in attending workshops and seminars directed at innovative practices and active research.

The program-design phase of the planning may best be described in terms of contributions of participating groups:

Planning Nucleus: Certain schools in the nine-county area have long been recognized as leaders in educational innovation. The Regional Center contacted teachers and administrators in these schools and enlisted their aid in the development of the concept of I & D Units. These people are directly involved in innovation in their own schools. The tasks of this planning nucleus were several:

a. To submit a report on the current practices that dealt with innovation in local schools.

b. To outline what modifications would be needed--in terms of materials, staff, staff training, etc. in order to utilize their school as an I & D Unit.

c. To help develop the objectives (behavioral, social, etc.) of the I & D Units and the program as a whole.

d. To delineate the relationship of the I & D Units to the rest of the schools in the district, to schools in the nine-county area, and to the Regional Center.

e. To discuss procedures for evaluating the work of the I & D Units and the program as a whole.

f. To involve teachers of their staff in the planning of the I & D Units.

Consultants from Learning Systems and from local colleges and universities met with the planning staff on two occasions to discuss the systemization of objectives and a strong evaluation procedure for measuring them.

Task Force: The Task Forces were made up of groups of 29 teachers and other school personnel (See above, VI, Item 2a) whose role has been highly important in the planning stage. They have acted as a liaison between the I & D Units and the Regional Center, and made major decisions as they received teachers' reactions to suggestions. The meetings of these task forces and the planning nucleus have been devoted to developing the planning program and the concept of I & D Units.

Metropolitan Planning Group: Dr. Elliot Shapiro, Director of the Center for Urban Education (a city of Rochester and University of Rochester Title III, ESEA Project) has worked closely with Dr. Dean Corrigan, Director of the Regional Center, in the planning of Urban Center and Regional Center Liaison. The purpose of these meetings was to discuss steps necessary to coordinate the efforts of the two organizations toward possible solutions of metropolitan educational problems. The Regional Center will be working with the Center for Urban Education on aspects of the metropolitan planning program.

Liaison with Schools: After several schools had been tentatively selected as I & D sites, Dr. Corrigan, Director of the Regional Center, and Mr. Harry McEntee and Dr. Irene Athey of the Research and Evaluation Component, made numerous visits to every school involved directly with the project to discuss the I & D program with the administrative staff. Committees of teachers will be asked to help plan the specifics of the operation with respect to their own needs, the needs of the I & D Units, and the needs of the region. Meetings with each proposed I & D Unit took place on:

Nov. 30 - Penn Yan; William Joslyn, Superintendent, Penn Yan School District, and Steven Underwood, Superintendent, Yates County

Dec. 1 - Dansville, John Smith, Superintendent

Dec. 13 - Webster; Herbert Schroeder, District Principal and Administrative Staff

Dec. 14 - Honeoye Falls; William Ealahan, District Principal and David Maurer, Principal

Dec. 14 - Brighton; William Greenham, Principal, Brighton High School

Dec. 15 - West Irondequoit; Helen Rice, Curriculum Coordinator and Earle Helmer, Superintendent

Dec. 16 - Center for Cooperative Action in Urban Education; Elliot Shapiro, Director, and Staff

Dec. 17 - State University College at Brockport; Raye Conrad, Director of Educational Services, and Andrew Virgilio, Principal of Brockport Campus School.

Dec. 19 - Madison (Rochester School District); John Chipp, Principal, George Rentsch, Coordinator of Secondary Instruction, English Department, Social Studies Department, and Science Department Staffs.

Dec. 20 - Attica; Victor Blom, former Executive Officer of Wyoming County BOCES and Edward Sakowski, present Executive Officer, and chief school officers and staff from Wyoming County Schools.

Dec. 20 - Greece; Lawrence Watts, Superintendent

Dec. 21 - Pittsford; Herbert Bettinger, Superintendent, and Bernard Kinsella, Assistant Superintendent

Dec. 21 - Hilton; Howard Smith, Principal, and Betty Vary, Curriculum Coordinator

Dec. 27 - Aquinas; Rev. Leon Hart, Principal

Dec. 28 - Geneva; William Chiverton, Superintendent, and William Attea, Administrative Assistant to the Superintendent

Dec. 30 - Sodus; William Hatsell, Supervisor

Jan. 4 - Wyoming County (Attica and Letchworth); Edward Sakowski, Executive Officer of Wyoming County BOCES and all the administrators of Wyoming County

Regional Center Staff: It has been the work of the GVSDA Regional Center Staff to:

a. Investigate and catalog innovations in nine-county schools.

b. Coordinate the efforts of the planning committee.

c. Search educational literature for research findings which influence the proposed program.

d. Compile the necessary school statistics.

e. Interpret the guidelines.

f. Develop the proposal in finished form.

The Continued Planning - January 15, 1967 - August 1, 1967: The staff of the Center will continue to:

a. Further develop project objectives in relation to Local, State and National needs.

b. Explain the proposed project to area schools involved in innovative programs and to area schools interested in the study and development of innovative ideas.

c. Develop and communicate the concept that a systematic approach to improving school programs is more important than any one innovative strategy and that this concept is central to the proposed project.

d. Further develop agreements between I & D Units and the Regional Center by involving teachers and administrators in the planning and definition of I & D Units (See letter, Appendix IV).

e. Meet with representatives of local universities and colleges to discuss implications of the proposed project to pre-service teacher education programs (faculty and students).

f. Define and develop new I & D Units.

During the Planning Phase of the proposed project the present research and evaluation staff of the Regional Center will continue to work with selected area schools that are involved in innovative programs. The staffs of the Regional Center and the schools will continue to define and develop the procedures necessary to design I & D Units that will demonstrate exemplary instructional strategies.

C. State and Federal Assistance: From the inception of the planning, representatives of the Regional Center have discuss aspects of the program with Dr. Norman Kurland of the New York State Center on Innovation in Education, and Dr. William Young of the U.S. Office of Education. Dr. Mark Scurrah, of the New York State Education Department, has been involved in much of the planning. He met with Dr. Corrigan and Mr. McEntee on occasions to discuss the proposal and encouraged the development of the cooperative plan of I & D

Units. In addition to this, Dr. Corrigan has attended monthly meetings with Regional Directors at the Center on Innovation in Albany, New York. On November 7-8, he outlined the proposed program for the assembled directors, and asked for their comments, particularly on the aspect of metropolitan planning.

D. Financing of Planning: The planning of this proposal was developed by the Research and Evaluation Component of the Genesee Valley Regional Center under Planning Grant OEG 1-6-000180-0282, P.L. 89-10, dated August, 1966 to February, 1967. This grant was awarded to School District #3, West Irondequoit, and then contracted to the GVSDA. The proposal was then developed by the staff of the GVSDA Regional Center with teachers and administrators of the region.

E. Proposed Services: The funds provided will acquire a staff and materials to implement the proposal. Specifically, the proposal requests funds for four coordinators in the areas of Intercultural Understanding, Pupil-Team Learning, Team Teaching, and Independent Study. Each coordinator will be on the staff of the Regional Center, but working directly with four schools in the development of I & D Units in schools in the region. Funds are also requested for 16 professional resource assistants. Each of the 16 professionals will work in an I & D Unit. Their role description will be developed by each of the I & D Units. An Associate Director for dissemination and clerical aides for the project are also requested.

In summary, the following staff members are requested:

1 Director of Programs
1 Associate Director for Dissemination (50 % time)
4 Coordinators of I & D Units
16 Professional Resource Assistants
2 Secretaries
Consultants
Workshop funds
Travel and office expenses

F. Phase Out of Federal Support: The project will be planned for a three-year phase out:

1. Schools acting as I & D Units will absorb the cost of the resource person over a three-year period.
   Year 1 - no cost to district
   Year 2 - 25% cost to district
   Year 3 - 50% cost to district
   Year 4 - 100% cost to district

2. Coordinators and other staff will phase out after three years as new proposals of the Center take on new innovative practices and new proposals are funded to supplement this program.

G. Existing Services: No such service has existed during the past three years. This project is a new concept in helping schools invent and demonstrate new solutions to educational problems. The Center will control the staffing so that additional positions are created only as a direct response to needs arising from functions and services entailed by the project. Personnel will add to school staffing and will be arranged so that no school will use the project to supplant their program.

VII. Participation of Non-Public School Children

The project will benefit children and staff in non-public schools in these ways:

A. Participation of Aquinas Institute - A Catholic High School in the City of Rochester will act as an I & D Unit in the project. Aquinas will be developing Independent Study practices to demonstrate to other public and non-public high schools in the region.

B. Planning of activities of the project with the help of non-public school staff.

C. Direct relationship of the project with non-public teacher training institutions - Nazareth College and St. John Fisher. It is planned that pre-service activities will be an important part of the project, i.e. pre-service candidates will use I & D Units to observe innovation in the school, and college instructors will use the methods observed in their pre-service courses for teachers. Thus the teachers will affect public and non-public school children alike.

D. Participation of teachers and administrators in non-public schools in all phases of dissemination - demonstration-video tape-observation-brochures-film strips. Non-public schools will be fully involved in all aspects of this stage of the demonstration process.

E. Assistance by the Center in adaptation of new invention and innovative practices as the non-public schools contemplate change. A change model and planning models will emerge from the project that will be of direct assistance to non-public and public schools.

Parts of both the Rochester and Buffalo Diocese are in the Genesee Valley Region and Diocese administrators have been an integral part of the planning at all stages of the Center. Father Daniel Brent, Associate Superintendent of Schools for the Rochester Diocese, acted as Co-editor of the planning proposal of the Center funded under OEG 1-6-000180-0282. Letters from non-public schools are included in Appendix V.

VIII. Evaluation

Experimentation and evaluation have always been important aspects of the Regional Center from its earliest planning stages. They will receive even more emphasis in the present proposal. Both will be continuous, on-going processes, built-in to the structure of the project as a whole.

A. Experimentation

One of the major thrusts of the proposed program is to create a climate of experimentation in the schools and to start a movement which will spread throughout the nine-county area and will gather momentum to the point -- where every administrator, every teacher, and even every student is aware of new directions in education, is knowledgable about innovations and is anxious to try them in his own school.

The Regional Center has data, obtained through interviews with school administrators, showing which districts are currently experimenting with some technique or method, or have passed the experimental stage, and have incorporated the technique or method into the regular school program. Further investigation is needed to determine precisely what each school is doing, to what extent it is open to change, and what stage has been reached in implementing new ideas and attaining objectives as specified by the schools.

Such information is not readily obtainable through the usual questionnaire. It requires visits to the school to see the program in operation. It requires lengthy consultation and discussion with the teachers and students most closely involved. However, it is necessary to have this information in order to provide a baseline from which to measure progress. This information will be collected systematically for each school by means of individual conferences with teachers participating in the pre- and post-unit workshops. A standard data form will be developed and administered by the coordinators who are experts in the area of instructional strategies.

It is not necessarily here assumed that a school which is practising some innovation such as team teaching is thereby superior to a school which is not. It is assumed, however, that a school which is unwilling to try out new techniques, which is satisfied with the status quo, is thereby depriving both its students and teachers of valuable experiences in adapting to change, in bringing creative solutions to bear on long-range problems, and in operating generally as an "open system" for the input of new information.

The extent to which awareness of new directions is promoted may be measured in several ways:

1. Increased demand for information on the part of school people.

2. Increased demand for special seminars and workshops, or inservice training on the part of school people.

3. Increased knowledge about projects in other districts as measured by checklist, matching, etc., at selected points e.g., Feb. 1967, Sept. 1967, etc.

The extent to which initiative is fostered in the region's schools may be measured in the following ways:

1. Attendance at workshops for the adaptation of specified techniques to local situations.

2. Introduction of new methods into local school systems.

3. Proposals submitted by local school systems which intend to introduce some new method or technique.

4. The refinement of objectives and the introduction of discussion about these objectives.

5. The increased enthusiasm on the part of teachers to design and carry out research in the classroom.

The extent to which cooperation is fostered may be measured by:

1. The number of schools or school districts cooperating in single projects.

2. The willingness to learn from other schools or districts, to share experiences, to exchange staffs, share resources or give assistance.

B. Evaluation

In Section IIB, Statement of General Needs, three major objectives of the proposal were spelled out. Procedures for evaluating the extent to which the objectives have been met will be specified under the same headings.

1. To improve the quality of education in all schools. Evaluation under this heading will consist largely in a process of self-evaluation by the schools and school districts with the assistance of trained staff from the Center. Each individual school will be encouraged to analyze, clarify, and refine its objectives with respect to instruction. It will be assisted in every way possible to implement a highly superior program. Finally, qualitative and quantitative changes in pupil performance, student attitudes, teacher attitudes, community interest and response, etc. will be measured via existing and newly developed instruments, objective tests, questionnaires, surveys, anecdotal records, logs, sociometric techniques, parents' reactions etc. (see p. 42). Where possible, the school will be assisted in developing

research designs with appropriate measures and controls for the evaluation of the technique or method in question.

Example: A school with 60 students engaged in pupil-team learning matches these students with 60 in the regular classroom on selected indices and compares their progress over a period on standardized tests, attitudinal measures, ratings, etc. Adequate controls are built in to the experimental design to ensure isolation of the crucial variables.

The Center is fortunate in having access to a number of experts in the fields of educational research, statistics, and experimental design.

2. To equalize educational opportunity. The extent to which this objective is attained will be measured in the following ways:

    a. The number of schools, teachers, and students participating in intercultural programs.

    b. Improved performance of inner city students on basic achievement measures e.g. reading.

    c. Improved racial attitudes, decreased prejudice etc. of urban and suburban students.

    d. Greater variety and better quality of programs in urban and rural schools as a result of the Center's activities.

3. To coordinate the educational activities of the I & D Units. The degree of success achieved by the Regional Center in this objective will be ascertained in the following ways:

    a. The extent to which there is communication, interchange of ideas, staff visitation, access to schools outside the district or county, opportunities for teachers to participate in regional activities etc

    b. The extent to which stimulation and experimentation are "sparked" across county and district lines, e.g. Geneva School District wishes to try out in its own schools an innovation in progress in Batavia, and learns more about it through the Regional Center.

    c. The extent to which sub-centers begin to take on the functions of the Regional Center and become agents of stimulation, coordination, dissemination, etc.

Specific methods for measuring these changes are suggested in the EXAMPLE following this section.

C. Self Evaluation by the Regional Center

Over and above the evaluation of particular units, the Center will be engaged in a continuous on-going process of evaluation of its own effectiveness as a medium for (1) stimulating professional interest, awareness, enthusiasm, ability and willingness to experiment and evaluate on the part of teachers; (2) disseminating information on educational topics inside and outside the region; (3) coordinating the activities of the schools, where appropriate, and engendering a spirit of cooperation among school districts and among school people within particular districts and schools.

EXAMPLE

Team Teaching

Within-Unit Measures of Change

A. The Teachers

1. What evidence is there of increased cooperation and mutual respect among the team teachers?

2. What are their feelings and opinions about the experiment?

3. What problems become capable of solution under the new setup which weren't before?

4. What new things can the teachers do which they couldn't under the conventional program?

5. How many teachers who were skeptical, uncooperative, or just uninterested now express interest in trying out team teaching or some other technique.

6. What evidence is there that teachers in outside classes are stimulated (if only to prove their method superior)?

7. What adaptations (e.g., for particular subjects such as art or music, special field trips) are made possible under the new setup?

8. What opportunities for inservice, pre-service, and intern training and supervision are provided?

B. The Students

1. What changes in attitudes toward school, toward a particular subject or a particular teacher , etc. are discernible among the students? (Eagerness to learn).

2. What increases in students' knowledge are produced in specific subject areas? (Ditto - teachers: Teachers theoretically have more time to "bone up," and should know more).

3. What sociometric changes in student grouping are seen as a result of the flexible grouping?

4. What evidence is there of increased creativity, self-expression, critical thinking, problem solving on the part of the students?

5. What evidence is there of increased initiative and interest on the part of students, e.g. demand for books, visits to exhibitions, museums, art galleries, desire to work on projects outside school, etc.?

Outside - Unit Measures of Change

C. The Community

1. How do parents in general react to the new program?

2. Is there evidence of increased interest on the part of parents, e.g. more attendance at parent-teacher conferences, PTA meetings, Open weeks, etc.?

3. What evidence is there of community interest in the project: newspaper articles, TV coverage, letters to the editor, etc.?

4. What evidence is there of official support for the program: Board approval, financing, etc.?

5. Are parents from other schools and districts requesting similar programs in their schools?

6. Are teachers and other interested citizens from outside the school/ school district/county writing for information, planning to visit the unit, etc.?

7. How many schools decide to try the new technique as a result of the demonstration unit?

8. How many new I & D Units are requested from the Regional Center, or come into being on their own initiative as a result of the original unit?

9. What evidence is there of increased cooperation on the part of school districts, e.g. in rural areas getting together to share teachers, materials, ideas? Are any urban districts sharing methods for overcoming inner-city problems?

IX. Dissemination of Information

A. Foreword

Comprehensive and accurate dissemination of information is essential to the success of the various programs to be undertaken.

The plan for this dissemination includes various types of media, including television, videotaping, brochures, pictures, new releases, leaflets, radio, lectures, conferences and observations of demonstration programs. Each of the various media will be used only where it can be effective.

Two types of presentations will be prepared. The first will present pertinent information to the general public, so as to foster understanding and support for the innovative processes in the schools. The second type will be prepared for the professional group, the teachers and the administrators. This presentation will be designed to promote understanding and support, but should also fire the imagination, help define the new roles of the teacher and administrator, and assist in defining new goals. Some of these media will show models of change taking place in the demonstration units that can be seen and discussed at the local level.

The media selected will retain the various elements of clarity, validity, pervasiveness, impact, timeliness and practicality.

The plans for the preparation, development and distribution of the informational materials, with a budget of estimated costs follow.

B. Overview

1. In the master plan, four types of I & D Units are outlined. They embrace Intercultural Understanding, Pupil-Team Learning, Team Teaching and Independent Study. Each of these demonstration units is comprised of four or five participating schools or units within schools. The problem of information exchange among the units, between each unit and other schools in various areas, and to the general public becomes apparent. All of the dissemination criteria outlined in the PACE manual will be closely followed. The information media will be carefully chosen so as to utilize the maximum capabilities of each.

2. Each of the four types of demonstration units is essentially a "doing" unit. Many of the subtleties of attitudes are as important as the "what and how" things that are being done. Pupil reactions to the innovations are spontaneous expressions that tend to elude capture in many of the media. An oral intonation, a facial expression, feelings of tension or excitement, are things that are impossible to express in a written narrative, and yet are all important for telling the whole story to professionals and the general public alike. The

nuances of the changing role of the teacher are equally difficult to transmit to others. Action and interaction between pupil and teacher, pupil and pupil, and teacher and teacher are vital, but fleeting things, and the various media must be able to present these things to audiences in a clear, meaningful, and challenging manner. The following plan will take all of these into account, and will outline a forceful method of presentation to gain insight, understanding and support for these innovations.

3. The plan is divided into four time intervals for maximum effectiveness:

   a. First six months: This will be the "pilot" period to organize, train teachers and to put into use the major dissemination "vehicle", the videotape recorder.

   b. Second six months: This will be the period in which other media will be brought into play. The first six months will have provided the time for organization, production and distribution of the first of these other media.

   c. Second year: This will provide for widespread dissemination of information to all participating schools, regional centers and governmental agencies.

   d. Third year: This will continue the project with gradual phase-out of Federal support.

C. Rationale for the "Major Dissemination Vehicle"

One of the major problems to be faced during the first six month period will be the need for immediate dissemination of information during the initial period of operation of the demonstration units. There will be much need to exchange ideas, demonstrate innovation, and to discuss pros and cons between the participants. This will be a period when the details of dissemination will be worked out and contracts awarded for photography, graphics, writing, layout and printing of the various media. All of these things require time to prepare and thus slow down drastically the exchange of vital information.

One medium, however, offers clarity, validity, pervasiveness, impact, timeliness, practicality and immediacy. That medium is television videotape recording. The practicality of this medium has come about in schools with the advent of low cost, easy-to-operate equipment that is very reliable and is coming into widespread use in the educational setting. Many of these machines are now in daily use in the Genesee Valley region.

One of these units will be placed in each of the sixteen I & D Units. Daily tapes will be made for mailing to other schools, thus affording a very effective means for the exchange of ideas, comments, demonstrations and discussions. The intonations, expressions, tension, excitement, nuances of pupils and teachers will also be captured and transmitted to the viewing audiences, giving each viewer a "front row seat" in the demonstrations.

After the first six month period is past, when the projects are well established, these tapes would form the basis for very effective teacher or administrative workshops in the other schools. They will also serve to keep all the schools up to date on developments in each of the units. These same machines will be used throughout the life of the grant, can be moved about with ease, and provide great flexibility as the situation changes.

Two extra recorders, one at the Center and one "floater" to go to workshops or to fill in at a school in case of breakdown, would round out the widespread information dissemination. The general public will see the tapes in public meetings at various locations. The local broadcast television stations will be provided with videotape clips of the various programs which will be dubbed onto 2" tape for broadcast use by Monroe Community College. These tape clips will provide materials for newscasts or special feature programs.

Tapes for professional workshops and use will be exchanged by school couriers, by the U.S. Mail, or by the I & D Unit coordinators. At the Center, clips will be electronically dubbed onto a master historical tape, providing a continuous record of the entire project. These tapes will show the pitfalls as well as the successes, and will provide administrators, teachers and Boards of Education in other schools an objective look at various problems and solutions when they are considering the innovative processes for their own situations.

While many other types of media will be created to fill certain needs throughout the project life, videotape will remain the most valuable tool, and thus be the "Major Dissemination Vehicle."

D. Feasibility of Information Dissemination Plan

The metropolitan Rochester area has an unusual concentration of talent skilled in the communication arts. Eastman Kodak, Graflex, Frieden, Bausch & Lomb, Wollensak Optical and Xerox Corporation are some of the major audiovisual industries having their home offices and manufacturing plants in the area. The Rochester Institute of Technology's Photography and Printing Departments are nationally recognized as outstanding. In September, 1967 Monroe Community College will open its new campus which features the largest and most comprehensive audiovisual communications center in any Junior College in the United States, and will be staffed by a team of audiovisual and television experts Rochester City's Board of Education has placed a three channel 2500 mg microwave television system in all of Rochester's schools. Several of the area schools have purchased television equipment recently, and several more are investigating various systems to fit their own needs. The towns of Victor, Honeoye, Webster, Penn Yan and Pittsford are using

TV equipment daily. Monroe Community College will have three studios in operation shortly, and R.I.T. will have two. Four of the area colleges; Monroe, Nazareth, R.I.T. and St. John Fisher have formed a consortium for exchange of television materials and programs. R.I.T., Monroe and Eastman Kodak have outstanding photographers and graphics personnel who can create dissemination material on a contract basis.

All of the above mentioned organizations are members of the Rochester Audiovisual Association, which provides the opportunity for them to come together twice monthly to exchange ideas and to work cooperatively on many projects. This organization has been in existence for several years, and because of it, business, education and industry have been able to arrive at solutions for common problems and to be more fully aware of what each is trying to accomplish. This organization was successful three years ago in bringing the national conference of the Audiovisual Instruction Department of the National Education Association to Rochester. This took a tremendous amount of close cooperation between all of the organizations. The Rochester Audiovisual Association will be looked to for help in all phases of this dissemination project.

Further, the Genesee Valley has a long and favorable history of cooperative efforts, such as the Genesee Valley School Development Association, the Rochester Area Educational Television Association (Channel 21, WXXI, Rochester), the Reynolds Audiovisual Division of the Rochester Public Library, which maintains and loans to area schools the world's largest collection of educational motion pictures in a public library. These organizations have been in existence for several years, and have always been cooperative with one another and with schools in general. These organizations, too, will be asked to help in certain phases of dissemination.

Monroe Community College will train the various teachers in the proper use of videotape recorders (at no cost to the project), and the staff of the Department of Instructional Services (audiovisual and television) has indicated a willingness to contract for photographic, graphic and television services. The combined efforts of business, industry and education can be utilized through the Rochester Audiovisual Association. These and many others will be called upon to assist in assuring the success of the dissemination phase of this project.

E. Using the Various Dissemination Media

1. Videotapes: Videotapes will be made by each I & D Unit during the week. On Friday of each week, each unit will mail the latest tape to another, according to a pre-arranged schedule. The second unit will have that tape for a 3- or 4-day period (depending upon the mails), during which it will view it, enabling the teachers to critique the demonstration performances. The second Friday, the tapes will be mailed to the next school and so on in a round-robin fashion. The last unit in the sequence will mail the tape to the Regional Center, where clips will be excerpted electronically for inclusion in a series of historical development tapes. After this, the tapes will be returned to the original units for storage. Periodically, these tapes will be used during workshops for teacher and/or administrators and/or public school meetings for parents. Once a month, tapes from each type of demonstration unit which best exemplify that unit's activities will be shown to the unit coordinators, who may request "dubs" of certain sections to be made for them to take back to their units for group showing, thus keeping all units aware of what the others are accomplishing. Teachers within each school will also be invited to record their comments on tape to assist others in becoming more knowledgeable and to provide springboards for discussions.

2. Quarterly Newsletters: The Director of Information Dissemination in conjunction with the four coordinators and the Coordinator of Programs will be responsible for a quarterly newsletter regarding the progress made in the four types of I & D Units. A reporter from each school involved will forward pertinent information on a regularly scheduled date for inclusion in each issue. This newsletter will be distributed to every school in the region, to all agencies involved, and to the press.

3. "Thought And Action in Education" Newsletter: This is a publication of the Genesee Valley School Development Association for distribution to all schools in the region. This publication will be provided with pictures and press releases for each issue.

4. Rochester Newspapers: The two daily papers, the Rochester Democrat & Chronicle, and the Rochester Times-Union, have always been most cooperative in publishing special educational articles. While these newspapers will probably have their own photographers and reporters cover the demonstrations and workshops, news releases and photographs will be provided to them on a regular basis.

5. Other Area Newspapers: While the two Rochester newspapers cover the entire region, several smaller local newspapers in various towns will be provided the same opportunity to publish articles. They will probably concentrate on local personalities in their schools, but they too will receive press releases and pictures on a regular basis.

6. Television Coverage: The entire region is served by Rochester Channels 8, 10 and 13 as regular commercial stations, and by WXXI, Channel 21, operated as an educational television station by the Rochester Area Educational Television Association. We can expect conference coverage on the 8, 10 and 13 newscasts. Channel 21 will provide special programs which explain the functions and progress of each of the I & D Units.

7. Sound/Slide Story: A synchronized tape recording and a 35 mm. slide story will be prepared yearly which explains the functions and progress, invention and innovations forthcoming from each demonstration unit school. This story will be provided to each I & D Unit which will in turn circulate the story to schools in the area for use with PTA groups, special school meetings for the general public, and Boards of Education. The materials will be packaged so as to permit use with conventional slide projectors and tape recorders.

8. Photo Essay Displays: These displays will be prepared once yearly and will summarize the year's activities. They will be put on display on a rotating basis in each town and city listed on the school map.

9. Progress Filmstrips: At the end of each year, these filmstrips will summarize and highlight the year's activities within each I & D Unit. This strip will be about 70 to 80 frames in length. 500 copies will be made and distributed to every school in the region and to all agencies connected with the project.

9. Magazine Coverage: Complete, illustrated stories about the I & D Units will be sent to several educational magazines, such as Scholastic, Instructor, and the NEA Journal.

10. Demonstrations: Yearly, each of the 16 schools participating in the project will hold a demonstration workshop for all other schools in the area. Teaching techniques, sample practices with students present, lectures, critiques and showing of the videotape segments will all be used in these professional workshops.

11. Administrative Workshops: Here again, the videotapes can condense time and space and present the pros and cons of the various types of programs, provide objective views of each, thus aiding administrators in making sound decisions about the type of programs they might initiate in their own situations. Special problems of administration, such as hiring of special staff, budgeting, scheduling, public relations, transportation problems and a myriad of other problems will be discussed in detail, with relation to invention, innovation and implementation.

12. Innovation Workshops: These will be special workshops for both teachers and administrators, as well as for Board of Education members. The emphasis will be on the processes of invention, innovation and implementation. They will examine the problems of creating a receptive climate to the processes and the changes they bring, creating avenues of communi-

cation between all concerned, developing evaluative instruments and many of the other problems that face a school about to embark on a new direction in education that is much different from the traditional one.

13. Publicity: Well prepared, attractive, informative publicity flyers or brochures will be mailed before each demonstration or workshop, inviting the proper groups to attend. These will be coupled with public service radio announcements over area stations. Each school will be encouraged to promote attendance by faculty members. Newspaper and television coverage of these activities will be designed to promote a favorable image to the general public.

14. "New Directions in Education" Booklet: This is a booklet published by the Genesee Valley School Development Association for distribution to all schools in the region. This publication will be provided with pictures and press releases for each issue. (See Figure 5, Dissemination Unit Pathways).

(See Appendix VI, Letters supporting Dissemination Process).

SCHEDULE FOR INFORMATION DISSEMINATION

First Year

- Proposal award
- Hire Director of Information Dissem'n
- Award VTR Contracts
- Construct Media Design Criteria
- Begin selecting Graphics personnel, photog'rs, layout, Printers (Contracts)
- Install VTR's. Hold workshop on use of them
- *Newspaper coverage
- *Television coverage
- *First Quarter Newsletter
- Storyboard & photograph slide story
- Narrate slide sroty
- *Thought & Action Newsltr
- *Demonstration Publicity
- *Sound/Slide Story
- *2nd Quarter Newsletter
- *Demonstration publicity
- *Intercultural Understan-
- *ding Demonstration
- *Pupil-Team Lear. Demo
- *Team Teaching Demo
- *Indiv. Study Demo (Videotape, Photog'ph and write up)
- *News & TV Coverage of demonstrations
- *3rd Quarter Newsletter
- Storyboard & photog'ph filmstrip story
- *Magazine coverage-each unit (NEA Joirnal)
- Duplicate Filmstrips
- Photo Displays
- *1st yr. progress filmstrip
- *Administrative wkshop
- *4th Quarter Newsletter

Second Year

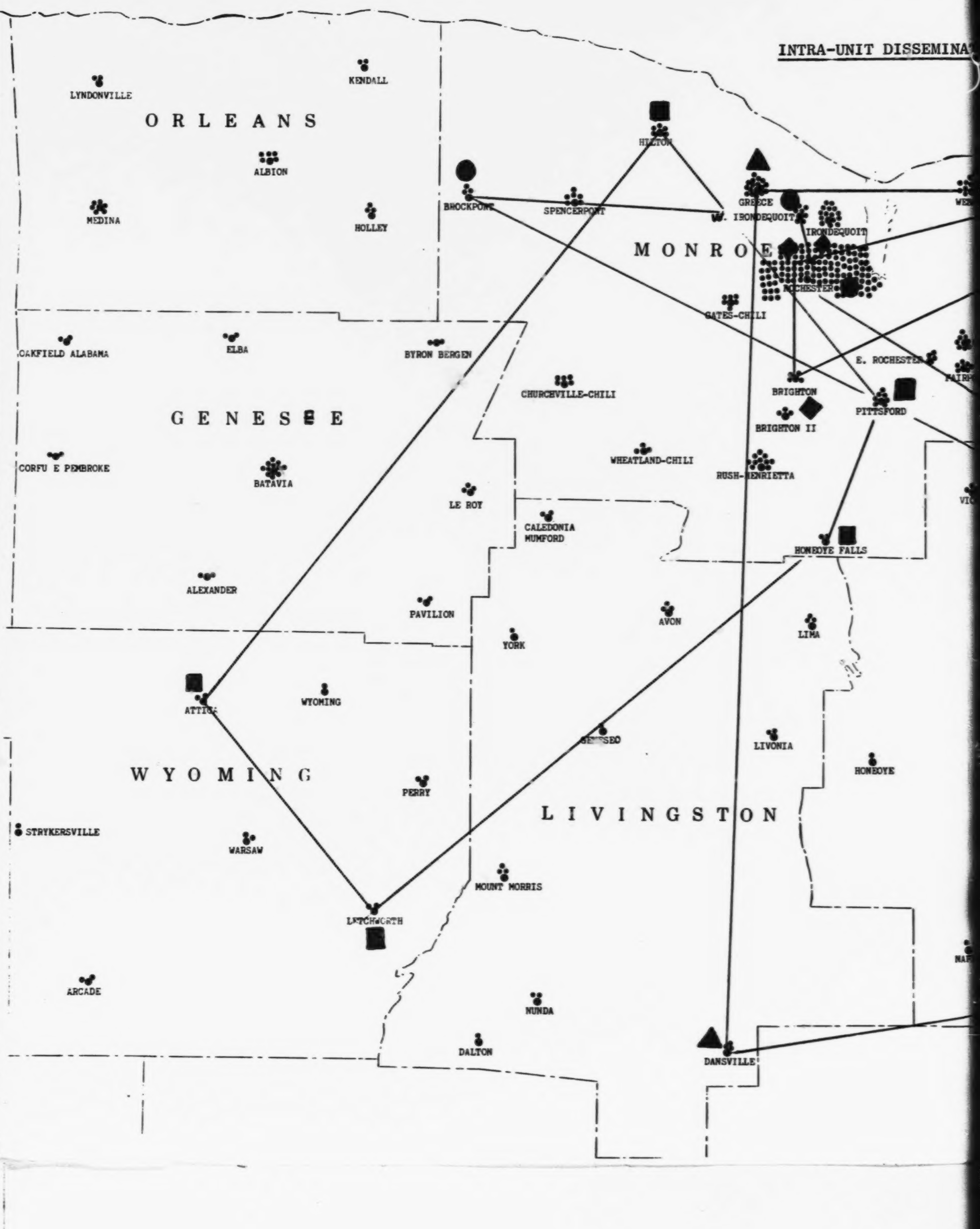
- *Innovation Workshop publicity
- *First Quarter Newsletter
- *Innovation Workshops
- *Scholastic Magazine coverage
- *Thought and Action newsletter
- *Photo display to all districts (rotate)
- Storyboard & photo slide story
- Narrate slide story
- *Second Quarter Newsletter
- *Sound/Slide Story
- *Demonstration publicity
- *ICU Demonstration
- *PTL Demonstration
- *TT Demonstration
- *IS Demonstration (videotape, Photo'ph and write up)
- *News & TV coverage
- *Grade Teacher Magaz'e coverage
- *Third Quarter News'r
- Storyboard and Photo filmstrips
- *Administrative wkshop publicity
- Duplicate filmstrips
- *Administrative wkshop
- *2nd year progress filmstrip
- *4th Quarter Newslt'r

Third Year

- *Innovation workshops publicity
- *Photo display at Midtown Plaza, Rochester
- *Innovation Workshop
- *First Quarter Newsletter
- *Thought & Action Newsletter
- *Instructor Magazine coverage
- Storyboard & photograph slide story
- Narrate slide story
- *Second Quarter Newslt'r
- *Demonstration Publicity
- *ICU Demonstration
- *PTL Demonstration
- *TT Demonstration
- *IS Demonstration (Videotape, photograph and write up)
- *News & TV Coverage
- *3rd Quarter Newsletter
- Storyboard & photographic filmstrip
- *Innovation wkshop publicity
- *Administrative wkshop publicity
- Duplicate filmstrips
- *Administrative Workshops
- *Summary innovation workshop for teachers
- *Summary newsletter
- *Summary magazine

- *Phase out

* For distribution to or participation by all schools/agencies simultaneously


INTRA-UNIT DISSEMINAT
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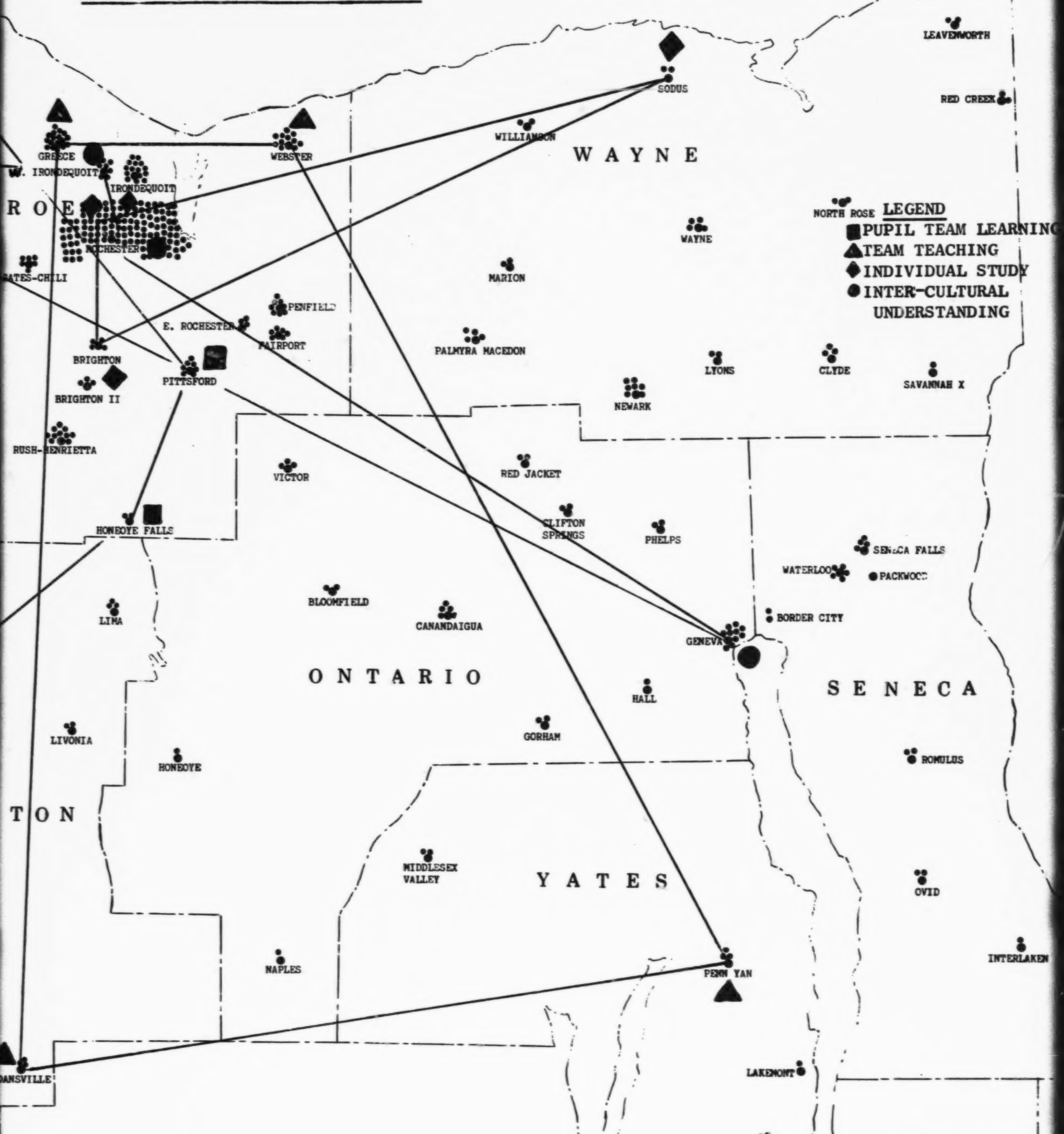
IRONDEQUOIT
WEB
MONROE
ROCHESTER
GATES-CHILI
OAKFIELD ALABAMA
ELBA
BYRON BERGEN
GENESEE
CHURCHVILLE-CHILI
E. ROCHESTER
FAIRP
BRIGHTON
PITTSFORD
BRIGHTON II
WHEATLAND-CHILI
RUSH-HENRIETTA
CORFU E PEMBROKE
BATAVIA
LE ROY
VIC
CALEDONIA
MUMFORD
HONEOYE FALLS
ALEXANDER
PAVILION
AVON
YORK
LIMA
ATTICA
WYOMING
GENESEO
LIVONIA
HONEOYE
WYOMING
PERRY
LIVINGSTON
STRYKERSVILLE
WARSAW
MOUNT MORRIS
LETCHWORTH
NAP
ARCADE
NUNDA
DALTON
DANSVILLE

INTRA-UNIT DISSEMINATION PATHWAYS


LEAVENWORTH
RED CREEK
SODUS
GREECE
WEBSTER
WILLIAMSON
W. IRONDEQUOIT
IRONDEQUOIT
WAYNE
ROE
NORTH ROSE
LEGEND
PUPIL TEAM LEARNING
TEAM TEACHING
INDIVIDUAL STUDY
INTER-CULTURAL UNDERSTANDING
ROCHESTER
WAYNE
GATES-CHILI
MARION
PENFIELD
E. ROCHESTER
FAIRPORT
PALMYRA MACEDON
BRIGHTON
PITTSFORD
LYONS
CLYDE
SAVANNAH X
BRIGHTON II
NEWARK
RUSH-HENRIETTA
VICTOR
RED JACKET
HONEOYE FALLS
CLIFTON SPRINGS
PHELPS
SENECA FALLS
WATERLOO
PACKWOOD
LIMA
BLOOMFIELD
CANANDAIGUA
BORDER CITY
GENEVA
ONTARIO
SENECA
HALL
LIVONIA
GORHAM
HONEOYE
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ANSVILLE
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DUNDEE
0
1
2
Scale: 3.75 mile

X. Qualifications of Personnel

A. Professional Personnel

Title	Salary	Comparability	Length of Service	Involvement
1 Director of Programs	15,000	Asst. Supt. of Inst. Curric. Coord.	1 year	100%
1 Coordinator, Intercultural Understanding	12,495	Sociologist or School Principal	1 year	100%
1 Coordinator, Pupil-Team Learning	12,495	Curr. Coord.	1 year	100%
1 Coordinator, Team Teaching	12,495	School Principal	1 year	100%
1 Coordinator, Independent Study	12,495	School Principal	1 year	100%
1 Associate Dir. for Dissemination	12,000	Coord. of Inst. Materials	1 year	50%
16 Resource Associates	8,000 *	Research Asst., Library Asst., Inst. Materials Asst. A.V. Asst.	1 year	100%
Consultants, Task Force	18,000	Teachers, Admin., College faculty	240 days @ 75	per diem

* It is expected that substantial differences in salaries will exist as a result of differences in qualifications and responsibilities of personnel.

B. Responsibilities and Qualifications

1. Job Description: Director for Programs

The Director for Programs will coordinate all operational programs, and will act as the spearhead for starting new I & D Units in other locations of the region. He will identify existing noteworthy innovative programs in regional schools, and will assist in assigning priorities to determine which of these should become centers for invention and demonstration. In addition he will be continuously appraising new developments across the nation, and will be instrumental in stimulating schools to incorporate fresh approaches into their curricula.

A major role of this person will be to increase participation of local colleges and universities in the Center's activities by maintaining liaison with college instructors and by providing opportunities for preservice and inservice experiences, as well as supervision for fellows or interns in curriculum, research, guidance, and administration.

In addition, the Director of Programs will fulfil a vital function in acting as the Center's representative in efforts to enhance collaboration among local industries and cultural and social agencies and regional schools.

2. Each of the four Coordinators of the I & D Units will be responsible for mobilizing all appropriate resources to advance the effectiveness and efficiency of the Units they coordinate. During the first year of operation, the Coordinators will work primarily to prepare the Units to function as effective demonstration and dissemination centers. Their role will be expanded to include work with non-I & D Units following the first year of operation. The role of the Coordinator will involve helping school personnel understand, evaluate, and implement educational programs of the type being developed and disseminated by their Unit.

Coordinators will report to and are responsible to the local school administrator with respect to functions which are properly within the sphere of the administrator's responsibility. They will report to and be responsible to the Director for Programs with respect to all other task functions. Basic dimensions of the Coordinator's job are outlined below:

Promotion of Understanding (Concept Development)

This function involves increasing awareness of school personnel with respect to:

a. The goals, objectives, and values achievable via the program of their I & D Unit e.g. benefits accruable to pupils, instructors, non-instructional personnel, community, etc.

b. The costs, resources, and conditions necessary for the program to function properly (i.e. contributions of learners, instructors, non-instructional personnel, material, facilities, etc.).

c. The procedures, rationale, relationships involved in the proper functioning of the program (i.e. with respect to functioning of learners, instructors, and others).

Performance of these functions will involve initiating, guiding, and assisting in the collection, preparation, and effective dissemination of comprehensive and in-depth information pertaining to the above areas.

Promotion of Critical Judgement (Evaluation)

This function involves increasing the capacity of school personnel to evaluate the program critically in terms of:

a. The benefits, objectives, and values actually achieved.

b. The resources or "costs" involved in obtaining given levels and types of benefit from the program.

c. The processes, behaviors, and relationships which are involved in the operation of the program.

Performance of these tasks involves initiating, guiding, and assisting with research designed to measure qualitatively and quantitatively the "inputs" "outputs" and processes involved in the proper functioning of I & D programs.

Promoting Skill in Implementation

This function involves increasing the capacity of school personnel to implement the I & D program first in the Unit, and later in area schools as requested. Implementation areas include:

a. Content programming, instructional procedures, and utilization of equipment, material, and facilities involved in the program.

b. Recruiting, acquiring, and developing resources (i.e.learners, instructors, non-instructional personnel, equipment, materials, and facilities essential for the proper functioning of the program).

c. Organizing and coordinating all personnel and material resources for maximum effectiveness and efficiency of the program.

Performance of these functions involves initiating, guiding, and assisting in the preparation of a variety of appropriate experiences designed to promote the capacity of school personnel to implement I & D programs.

3. Resource Associates will be employed by the Regional Center to supplement the staffing of each of the I & D Units. They will work closely with the Coordinator for the area of innovation in which their particular school is involved.

   Resource Associates will perform different roles in different schools. This role definition will be clarified during the Pilot phase of the project, but at this time there are four categories for the positions:

   a. Instructional Materials Assistant: preparation of materials for use by teachers in working with children - math, reading, science, manipulative devices, visuals, maps, bulletin boards.

   b. Library Assistant: assist librarian in preparation and cataloging of books, records, prints, visuals; work with pupils in independent study units.

   c. Research Assistant: assist staff in finding information related to curriculum studies, evaluation of other programs; assist in report writing, preparing information for the community.

   d. Team Assistant: assist teachers in all phases of planning and instruction; type, catalog, assist in A.V. presentations, monitor classrooms, library, prepare visuals.

   Qualifications and salaries for Resource Associates will vary with the responsibilities involved. Some may have associate degrees, others may be required to have different qualifications. Some teachers and other professionals may also be considered for the position.

   (Note: Mr. Gene Edwards, Director of Instructional Communication at Monroe Community College, has indicated a willingness on the part of the College to train these associates in an intensive evening course during September - December, 1967. This course could develop into an associate degree program which is already planned at the Community College. The schools have indicated their willingness to gradually absorb costs over a three year period. These new positions are essential to the structure of the proposed project.)

C. Commitment

   1. Director, Program

      At this time the Center has no definite commitments for personnel to be hired as a result of funding for the proposal. However, there are indications that such positions could be filled by highly qualified persons if funding does take place.

2. Resource Associates

The schools involved in the planning have indicated that there are people in the community interested in working with pupils and staff in the positions such as the areas described above. The school people have indicated a very high interest in relating this project to the community in this manner.

3. I & D Coordinators

The role expectations of I & D Coordinators are practically non-existant in the organizational contexts within which they will be working. To a large extent, therefore, coordinators will be required to develop a "program" or role for themselves (1) in relation to their specific objectives, and (2) in relation to the established school organizations within which they will function. These two requirements will demand a higher degree of sensitivity, awareness, flexibility, initiative, imagination, and skill than is normally expected for roles which are well established and defined.

The performance of the Coordinator's role will be greatly facilitated if he has the capacity for gaining the confidence and respect of school personnel (individually and in groups) with respect to his technical knowledge and competence, his good judgment, and his appreciation of their preceptions and values. In other words, he should be good at establishing contact, respect, and cooperation with school personnel at both the task and interpersonal levels. The following factors should be given positive "weight".

a. Reputation among subordinates and colleagues in education as a leader, "idea-man," and "self-starter."

b. Interest and knowledge in many areas but especially in the behavioral sciences (social, educational, developmental, and learning psychology).

c. Ability to draw upon and effectively utilize a wide variety of personnel and material resources.

d. Ability to promote and maintain efficient interaction among teachers, administrators, children, parents and Center personnel.

e. Ability to disengage from programs as they become self-sustaining, or as they appear to be unworthy of further investment.

f. Reputation for effectiveness and promptness in the achievement of tasks.

4. Director, Coordination and Dissemination Staff

At this time the Center has no definite commitments for personnel to be hired as a result of funding for the proposal.

XI. Facilities, Equipment and Materials

A. The program will take place in sixteen I & D Units in sixteen separate urban, suburban and rural schools. The facilities will be the existing ones in the schools. The school administrators have promised space for materials centers, offices and use of equipment without cost to the project. The four coordinators will spend approximately 80% of their time in the I & D Units, the remaining 20% at the Regional Center. The sixteen professional resource associates will be located in the school and space will be made available to them by the schools.

The administrative and planning staff of the Regional Center is located at 1545 Mt. Hope Avenue, in a privately-owned building where two apartments are leased on a yearly basis. This location is the approximate population center of the region. Two other apartments close by serve as headquarters for the Library services of the Regional Center.

B. The major cost for new equipment will be for dissemination among the I & D Units and the schools of the region. Only with video taping equipment can there be the quick, efficient dissemination essential to all phases of the project. (For evidence of the importance of video-taping to the success of the project, see Section IX, Dissemination of Information and Appendix IV, Description of I & D Units, e.g. State University at Brockport desegregation plan.) Use of Monroe Community College facilities, University of Rochester Computer Center, et. will facilitate informaing all teachers and administrators in the region.

C. Other funds are not available at this time for the purpose of dissemination. The Division of Educational Communication at the State Education Department has expressed interest in helping the Center develop long range plans for dissemination via open circuit TV or 2500 megacycles. The communications aspects of the proposal deals only with the interim stage of such long-range dissemination. As schools see the benefit of such dissemination as an internal media source, funding by school districts will follow logically.

XII. Subcontracting

As disclosed in the assurances, Part IV, the West Irondequoit Central School District #3 will contract with the Genesee Valley School Development Association, Inc., (a group of school districts in the region) to administer the project. All requirements of the Office of Education will be met. The applicant will appoint a consultant to work two days a week as co-administrator of the project.

See below, official contracts and the minutes of the local education agency, which will formalize the arrangement:

1. Contract between West Irondequoit Central School District #3, March 14, 1966, and the Genesee Valley School Development Association. Original copy on file in Office of Education (OEG 1-7-002099-0478.)

2. Instructions from West Irondequoit Central School District #3 to Dr. Byron B. Williams, district consultant for ESEA Title III, dated September, 1966.

3. Copy of minutes of the West Irondequoit Central School District #3 Board of Education authorizing these contracts.

4. Copy of Charter granted by the Board of Regents, University of the State of New York, to the Genesee Valley School Development Association, January 24, 1964.

PROPOSED BUDGET SUMMARY
For Title III, P.L. 89-10 Funds

School District #3, Town of Irondequoit, 370 Cooper Road, Rochester, New York
August 1, 1967 - July 31, 1968

Expenditure Account	Account Number	Salaries		Contractual Services	Materials Supplies	Travel	Equip.	Office	Total
		Professional	Non Professional						
2. Instruction	200	198,980.00	9,400.00	33,850.00	6,200.00	6,500	--	--	254,930
6. Operation of Plant	600	--	--	--	--	--	--	1,200	1,200
8. Fixed Charges	800			59,128.00					59,128
13. Capital Outlay Equipment	1230						57,370		57,370
14. Total		198,980	9,400	92,978	6,200	6,500	57,370	1,200	372,628

Appendix

Description of I & D Units

1. Intercultural Understanding

   - West Irondequoit Central School
   - Brockport SUNY Campus School
   - Center for Cooperative Action in Urban Education
   - Geneva Central School

2. Pupil-Team Learning

   - Pittsford Central School
   - Honeoye Falls Central School
   - Attica-Letchworth Central School
   - Hilton Central School

3. Team Teaching

   - Greece Central School
   - Dansville Central School
   - Penn Yan Central School
   - Webster Central School

4. Independent Study

   - Brighton High School, Brighton Central School
   - Sodus High School, Sodus Central School
   - Madison High School, Rochester City Schools
   - Aquinas Institute, Rochester, New York

1. Intercultural Understanding

- West Irondequoit Central School
- Brockport SUNY Campus School
- Center for Cooperative Action in Urban Education
- Geneva Central School

WEST IRONDEQUOIT CENTRAL SCHOOL DISTRICT
Rochester, New York
Intercultural Understanding I & D Unit

A. IDENTIFYING DATA

1. Program name: Educational Enrichment for Intercultural Relations (Urban-Suburban Cooperative Program in Intercultural Enrichment)

2. Schools involved

The entire school district, which includes 11 neighborhood schools (K-4), 3 middle schools (5-8), and 1 high school (9-12), is involved in the development of curriculum on Negro and other minority groups and exchanges and visits with the City School District.

Eventually all grade levels are expected to be participating in the pupil transfer program. At the present time 6 of our 11 neighborhood schools receive youngsters from a racially imbalanced Rochester elementary school. Plans call for the addition of 25 first grade pupils for the next ten years. Each pupil so received may expect to continue his education in West Irondequoit until graduation. Thus, as these pupils progress through the schools, all levels will be involved in this phase of the program by 1976.

3. Number of pupils involved

The district has a total of approximately 5900 public school pupils. The curriculum and exchange and visits phase of the program are available to all of them.

As stated, 48 first and second grade pupils from the City of Rochester are currently enrolled in the neighborhood schools. These pupils are placed in 16 classrooms in which approximately 385 West Irondequoit pupils are enrolled.

4. Number of staff involved

Generally, the total staff of about 345 is involved. About 30 staff members are at present participating in the pupil transfer phase of the program.

B. CHARACTERISTICS OF COMMUNITY AND PUPILS INVOLVED IN PROJECT

1. Type of community

West Irondequoit is a relatively affluent middle class, residential area. It is a suburban community which borders on the City of Rochester. No industries are located within the area, and while its population is heterogeneous with respect to racial and ethnic backgrounds, very few (probably less than 10) Negro families live in the district.

2. Age range

The community has a wide representation of age groups, from young families to residents who have retired. The overall program involves youngsters from ages 4 or 5 through 19. At the present time pupils 5-7 years of age participate in the pupil transfer phase of the program.

3. Ability range

Based upon standardized tests of academic ability, the district's pupils exhibit a wide range of intellectual capacity, with the bulk of the scores reflecting above average potential.

As classrooms in the neighborhood schools are heterogeneous, pupils at all ability levels are participating in the pupil transfer program. According to information presently available, pupils from the city fall into the same ability ranges as do West Irondequoit pupils; however, more scores are found in the average than in the above average categories.

C. BASIC OBJECTIVES FACILITATED BY THE PROGRAM

1. Provides opportunities and environment for intercultural experiences.
2. Provides information and materials regarding the contributions of Negroes and other minority groups.
3. Fosters awareness of interdependence in the daily lives of all peoples.
4. Fosters an awareness that recognition of individual worth and dignity eliminates prejudice based on race, creed, and color.

D. BRIEF DESCRIPTION OF PROGRAM OPERATION

Curriculum projects are developed through regular channels. A number of the objectives suggested in the Board of Education policy have been considered, and curriculum changes implemented, through summer curriculum writing activities by teachers.

Exchanges and visits are planned and implemented at the building level. These activities are centered around specific educational objectives which facilitate involvement and provide a good learning situation. A high school committee has developed a set of guidelines for such projects, and individual staff members and pupils have conducted some activities according to the guidelines. Neighborhood school teachers have been involved in visits; two classes invited classes from inner city schools for visits; one of these was invited to visit the inner city school.

The pupil transfer program involves bussing youngsters from an imbalanced school to West Irondequoit District schools. The City School District screens pupils, contacts parents to receive approval, and arranges transportation. Pupils are placed by the West Irondequoit neighborhood school principals in classrooms where space is available. These youngsters then become West Irondequoit pupils.

Teachers have been involved in some brief orientation programs and information meetings. They also participate in the evaluation of the program, which is planned and implemented cooperatively with the City School District.

1/7/67

STATE UNIVERSITY OF NEW YORK AT BROCKPORT
Demonstration School
Intercultural Understanding I & D Unit

A. IDENTIFYING DATA

1. Program Name

A Program Designed to Provide Assistance to Professional Staff of Suburban Schools in the Understanding and Implementation of the Process of Desegregation in the Suburban Classroom.

2. Schools involved: State University of New York - Brockport Campus School

B. OUTLINE OF PROJECT

1. Problem Identification

Francis Keppel, former Commissioner of Education, has recently stated that there has been little success at desegregating public school population since 1954 when the Supreme Court made segregated public education illegal. De facto segregation in the northern cities is a critical example of this statement.

Consequently, many of the northern cities are trying desperately to cope with this situation. One of the proposed solutions is for suburban school districts in relatively close proximity to the cities to assist through enrollment of youngsters from the inner city. Such a metropolitan desegregation plan, which is becoming a reality in Rochester, New York, places Negroes in suburban schools which were previously all white or nearly all white in composition.

The mere involvement of these city youngsters in a suburban school only begins to facilitate the higher and more important goal which asks the question, "What are the numerous human, personal and social changes that accrue when the school becomes desegregated, and thus an authentic microcosm of the larger community, reflecting its socio-economic complexity and racial diversity?"

In order to proceed more efficiently in the direction mandated by law, there is dire need for more information describing the psychological process of desegregation and its impact on existing social order. Specifically, we need involvement in the changes that take place in the attitudes, beliefs, values and commitments and other self-factors of those groups who are involved in the various plans for desegregated education.

One general plan for achieving desegregation in the schools involves transporting Negro students from urban centers to schools located in nearby suburban and rural areas. This plan is represented at the Campus Demonstration School of the State University College of New York at

Brockport which serves as a suburban educational center for thirty-two students from the Rochester inner city area. The efficacy of this metropolitan desegregation plan, more than any other, needs to be dealt with since not only are children of vastly different values confronted with each other, but in addition, suburban adults are confronted with concerns previously understood as problems legitimately belonging to the urban centers. Transporting Negro inner city youth to suburban schools involves the suburb with the racial problems of the city. Thus, immunities previously afforded by suburban membership are broken down and perhaps for the first time suburban whites react to the concept of bi-racial education as a reality affecting their selves in a highly personal and significant way.

There is reason to believe that there will be a proliferation of metropolitan transfer programs throughout the country in the near future. Herman Goldberg, Superintendent of Schools, Rochester, New York, in a paper examining metropolitan planning for education presented at the Harvard Graduate School of Education, cited metropolitan transfer plans as workable and potentially significant in reducing de facto segregation. Commenting on the need for encouraging proliferation of the metropolitan plans, Goldberg stated, "Such metropolitan cooperation is essential if the problems of poverty and racial imbalance are to be conquered. Incentive legislation on the state level is required to give encouragement to those who see the need to pioneer in this area."[1]

Chief school administrators and board of education members in the various suburban communities are understandably hesitant to commit themselves to metropolitan transfer plans since there is insufficient information describing this plan's impact on their schools.

Levine, Alberts and Kreiger, in a study of the Princeton Plan for school desegregation concluded after reviewing the literature, "Little is known about the forces that facilitate or impede desegregation in specific school situations. Those who support and those who are cautious about various approaches to desegregation offer diametrically opposite opinions, which in the abstract seem equally plausible."[2]

---

[1] The Broader Context: Metropolitan Planning for Education, presented by Herman R. Goldberg, Superintendent of Schools, Rochester, New York, as a Participant at Conference of the Harvard Chapter of Pi Lambda Theta, Harvard Graduate School of Education, Cambridge, Mass., December 11, 1965.

[2] Daniel U. Levine, Sharon Albers, Robert H. Krieger, "The Community Context of School Desegregation in a Midwestern City," The Elementary School Journal, The University of Chicago Press. (Chicago: December, 1966).

Brockport can offer a valuable service to suburban public schools and teacher preparation institutions in its proposed capacity as a Pilot School for the study of the desegregative process within the context of metropolitan planning for desegregated education. Brockport, in its program development, will become involved with the structure of the desegregation process and learning sequences, episodes, techniques, and instructional methodology facilitating this process. These understandings and knowledges will be made available to those schools initiating plans of similar design.

2. Objectives

Through the development of a desegregated school community at the Brockport Demonstration School, State University College of New York, the college will attempt the following for pre- and in-service teachers:

- develop instructional techniques, procedures, and practices that facilitate the psychological process associated with desegregation;
- assist suburban school districts to prepare for and enter into desegregation plans similar to the Rochester-Brockport suburban transfer design;
- assist in-service teachers and administrators to assume leadership roles in their home districts as these districts contemplate any future desegregation plans;
- provide prospective teachers and administrators with direct learning experiences in desegregated education;
- understand facets of the psychological process associated with desegregation as these are revealed in the Brockport Campus School;
- present and develop concepts and understandings relating to desegregation in northern urban areas, especially Rochester, New York and Monroe County, during three week summer phase of seminars and guided observations;
- follow-up of above during three weekend seminars and one full week of guided observations and seminars;
- examine techniques and materials used in on-going desegregation program of Campus Demonstration School.

3. Procedures

a. Program Content

Undertaking this student transfer program within the context of its avowed commitment to innovation in education, the Campus Demonstration School of the State University College at Brockport proposes to:

1) become involved in all facets of the metropolitan plan for desegregated education as these are revealed through the Brockport experience;

2) provide educational experiences that are facilitating in nature, those that move pupils, teachers and other community members toward a more efficient realization of program goals.

Specifically, the Program will focus on the following areas associated with school desegregation:

- understanding of the stages of phases involved in a student transfer program;
- understanding of the effect of these stages on Negro urban children;
- understanding of the effect of these stages on white suburban children;
- understanding of the professional skills required to analyze:
  1) instructional problems
  2) personal problems
- understanding of the school and classroom implications of the differences between value systems of groups involved in the transfer design;
- understanding of the methods and techniques of organizing the school and classroom for quality education through desegregation.

C. METHODS

1. Summer Block

Through the use of consultants and guided observation of desegregated classrooms, participants will have the following experiences:

a. Presentation, study and discussion of present desegregation problems of Rochester and how same effect suburbs of Monroe County. Personnel from City School District to be used in this phase.

b. Presentation, study and discussion of theoretical concepts involving various facets of desegregated plans and program in Northern Urban-Suburban areas. Nationally known consultants from universities, civil rights groups, etc. will be used as resources in this phase.

c. Guided observation (with discussion and study of same) of on-going desegregated classrooms in the Campus Demonstration School. Personnel used in guiding observation and discussing same will be Campus Demonstration School staff, city staff and suburban staff already having previous experience in desegregated classrooms.

2. School Year Follow-Up

The school year phase of the Program will be divided into three weekend sessions and one full week period for continuation of studying and observing desegregation process as follows:

a. Two weekend sessions in the fall of 1967 at which time consultants will be used to present view points, initiate discussions and act as resource people.

b. One full week session at midyear at which time participants, under the guidance of consultants, will be able to:

   1) observe on-going desegregated program in the Demonstration School;
   2) examine materials, techniques and approaches that have proven successful in the desegregation program of the Demonstration School to date.

c. One weekend session in the early spring, under the guidance of the Program staff and necessary consultants, to summarize and digest Program to date and to project results of Program into future action.

In addition to and in between sessions described above, Program staff will be available to travel to suburban schools of participants for consultation, demonstration of materials, and showing of desegregated classroom situation via video-tape.

CENTER FOR COOPERATIVE ACTION IN URBAN EDUCATION

Overview of Twelve Components of

PROJECT UNIQUE

City School District - University of Rochester
Rochester, New York
Intercultural Understanding I & D Unit

1. **Urban Suburban Transfer Plan**

The Center For Cooperative Action in Urban Education will be responsible for coordinating the efforts of all involved persons, helping the receiving suburban schools, and working in every feasible way to bring about improved educational opportunities for both the transferring Negro child and the white children of the receiving school. It is planned to involve the principals and teachers in the sending and receiving schools in cooperative orientation and inservice education meetings. Opportunities will also be provided for parents from the inner city and suburbs to meet together for discussion and consideration of their mutual concerns.

2. **World of Inquiry Interim School**

During the summer of 1967, the Center for Cooperative Action in Urban Education, the City School District of Rochester, and the University of Rochester, will provide a new orientation pre-service workshop for the Interim School staff and parents. After an orientation to the philosophy of the Interim School, the participants will develop content materials for a person-oriented curriculum and instructional equipment. Guidance techniques for working with the urban child will be discussed and clarified.

The Center will be the avenue for dissemination of the innovations in the World of Inquiry School. Through the quarterly newsletter and correspondence with interested persons the Center staff will plan for visitations and observations to the innovative Interim School.

3. **Community Resource Advisory Council**

The liaison person from the Center for Cooperative Action in Urban Education with the Advisory Council will enlist support from the community for the operation of the Center's proposed components.

4. **Storefront School**

The Center staff will plan for the opening of the Storefront School in cooperation with the staff and Coordinator of the World of Inquiry Interim School and the City School District of Rochester. The Center will maintain dialogue between the community and insure that the objectives of the Storefront School are met.

5. **Home Enrollment Plan**

The Center will identify the parents of children eligible for admission to the eventual Demonstration School. The Director will screen applicants for the position of Visiting Teacher, and will act as a resource to help those teachers plan meaningful visits and activities for parents and children involved in this component.

6. SPAN (School Parent Advisor to the Neighborhood)

After the selection of personnel for this component, the Center staff in cooperation with the Director of SPAN will provide an orientation program for the Parent Advisor in cooperation with the City School District's Department of Adult Education and Pupil Personnel Services. The Center's staff will act as a resource to the Director of SPAN to help develop more effective ways of working with the urban parent and his children.

7. RISE (Right of an Individual to Secure an Education)

The Center for Cooperative Action in Urban Education will help identify the eligible students and will work with the local colleges and universities to establish the routines necessary for implementation of this component.

8. Clearing House for Student Assistance

Through the establishment of Parent Advisors Community Teachers and RISE, the Center will have effective access to those students who would benefit from scholarship aid for higher education. The Center will also work closely with local high school personnel for possible candidates. The community persons at work in the various components will have access to students who would be impossible to reach through usual channels.

9. Community Teachers

The Center staff will screen and select personnel to put this program into operation. The Community Teachers will use the Center as an avenue to all of the resources of the Rochester Metropolitan area. Because of the coordination aspects of the Center for Cooperative Action in Urban Education, the assigned teacher will be kept informed of those resources in the community which could help them make the child's educational experiences more meaningful. He will have easy access to information from Parent Advisors, and will benefit from the insights gained through the Urban Education Major students.

10. Teacher Internship

The Center will provide easy access to personnel from the City School District, colleges, universities and the community. The Center will help coordinate the screening of Teacher Internship candidates and will participate actively in the weekly seminars and monthly conventions of interested parties that are scheduled in this component.

11. Urban Education Major

The Center will screen and select candidates for this program which will be instituted in the University of Rochester and other cooperating colleges and

and universities in Rochester and the Rochester area. The Urban Education Major will utilize the Center as a resource to make theoretical problems meaningful, and will act as a resource to the Center by providing current information and theory to the Center staff.

12. Community Missionaries

Because the Director of the Center for Cooperative Action in Urban Education has had much experience in promoting quality integrated education, the Community Missionaires will find an excellent resource in the establishment of the Center. Letters of requests for speaking engagements and conferences will be received and this component will fulfill the need for a more informed community. While the Community Missionaires will continue to take random samplings of public opinion for use by the Center staff and its various components. They will emphasize increasing acceptance of the concept of quality integrated education.

GENEVA PUBLIC SCHOOLS

Geneva, New York

Intercultural Understanding I & D Unit

A. IDENTIFYING DATA

1. Project name: Center for Instructional Improvement and Integration in Geneva.

2. Schools involved:

   Geneva High School, Geneva Junior High School, West Street School, North Street School, Prospect Avenue School, High Street School

3. Number of pupils involved: 3,100

4. Number of staff involved: 190

B. CHARACTERISTICS OF COMMUNITY AND PUPILS INVOLVED IN PROJECT

1. Type of community

   Small urban community situated midway between Rochester and Syracuse, New York. Its population is approximately 20,000 with a Negro population of approximately 10% and a Puerto Rican population of about 2%.

   Major industries include American Can Company, Libby's Food Processing, and International Paper.

   Educational facilities include Hobart and William Smith Colleges, and the New York State Agricultural Experiment Station (Cornell University).

2. Age range: pre-kindergarten to continuing education.

3. Ability range in relation to achievement range: variable. We are especially concerned about our underachievers, many of whom are non-white. These children score consistently low, in many cases much lower than their ability would indicate.

C. OBJECTIVES FOR PROJECT CENTER IN GENEVA

1. To help teachers develop a better understanding of all ethnic groups.

2. To assist teachers in developing programs and materials for the underachieving child.

3. To make teachers aware of the latest supplies and materials available for use in multi-ethnic situations and for use with the underachiever.

4. To assist the community in becoming aware of the inter-cultural problems of the schools.

5. To assist the administration in the physical desegregation of pupils.

6. To assist the community in developing an understanding of all groups of children and adults.

7. To provide the community and the schools with a readily available spokesman to discuss problems and concerns relating to minority groups and the schools.

8. To provide all members of the community from pre-kindergarten through adulthood with an opportunity for equal educational opportunity.

D. PROGRAM OPERATION

The director of the Center in Geneva will be directly responsible to the Superintendent of Schools and will be working with the entire staff of the school district. Tentatively, he will be responsible for the following:

1. To coordinate and/or conduct an inservice program in intercultural relations, to include techniques in the teaching of the underachiever.

2. To work with teachers in the development of curriculum, pre-kindergarten through continuing education, which will be centered around intercultural understanding and include intercultural methods and approaches.

3. To conduct a public relations program to keep the community abreast of the schools' concerns regarding intercultural relations and to assist the community in developing a better understanding of intercultural relations.

4. To develop feasible and workable plans for the desegregation of Prospect Avenue School.

5. To act as the liaison between the various ethnic groups in the community and the schools.

6. To develop continuing education programs for illiterate adults or adults who need reinforcement in basic skills. (Adult Basic Education Program)

2. Pupil-Team Learning

- Pittsford Central School
- Honeoye Falls Central School
- Attica-Letchworth Central School
- Hilton Central School

PITTSFORD CENTRAL SCHOOL

Pittsford, New York
Pupil-Team Learning I & D Unit

A. IDENTIFYING DATA

The major emphasis on Pupil-Team Learning in the school district is at the Jefferson Road Elementary School and Park Road Elementary School.

One hundred fifty (150) pupils are involved in the program.

Staff members involved include six classroom teachers, two librarians, two building principals and an elementary education consultant.

B. CHARACTERISTICS OF COMMUNITY AND PUPILS

The community of Pittsford is a growing middle and upper middle class town near Rochester. Although there is considerable commonality of background in that the general climate is one of cultural advantage and economic well being the area represents a considerable range in the cultural climate in the homes. Influencing factors in varying degrees include: mobility of families, diversity of parent interests, and the extent to which families utilize resources in the community for education and recreation. The presence of nearby resources seems not to guarantee what would be expected to be an adequate utilization of these resources.

The pupils range in age from six to twelve years. The ability range is similar to the general population with some pupils falling in the lower ranges, but with a greater proportion being found in the upper middle range.

C. BASIC OBJECTIVES OF THE PROGRAM

Basic objectives include:

1. Provide a means of individualization in learning through adapting that portion of instruction which calls for pupil learning in terms of his individual level of achievement and rate of learning whether in developing generalization or growth in skills.

2. Through self-directing and self-correcting materials help pupils to learn to learn on their own. This objective includes the extension of critical thinking as well as emphasis on elaborative thinking.

3. A closely related objective is the development in pupils of a positive frame of mind or attitude toward the pursuit of newer ideas and favorable growth in interpersonal learnings and attitudes.

D. THE PROGRAM IN OPERATION

The program on Pupil-Team Learning is being utilized as one means of individualizing instruction in two of our elementary schools.

In the belief that staff will gain a more adequate understanding of both philosophy and practices, teachers and principals have been provided opportunities for both preliminary work and continuing support as the program progresses. Interest was developed through participation in the New Direction in Education seminars carried on by the Genesee Valley School Development Association. The following year a one-week workshop on Pupil Team Learning in which 27 of our staff took part was held in our school district. Visits to other selected school systems and continuing consultant help provide for an interchange of ideas, for practical suggestions and a basis for evaluation. The production of materials for use by pupils has also been a supporting factor.

Pupil team activities in our schools, although not restricted to selected subjects, have been more fully applied to Reading, Spelling, Social Studies, Science and Mathematics. Pupil-Team Learning is utilized only for those kinds of learnings which lend themselves best to the specific objectives.

The method most often used is through use of job-sheets with pupils working in pairs or teams of three. Each pupil solves the problem as he works through a job-sheet which either contains all the basic tasks or requires the use of related material such as maps, specimens, dictionaires or reference books. As each member of the team progresses in his work he compares answers with his teammate, comes to agreement on responses, as reference to evidence on material is again made. Then, finally, the team checks against the previously prepared answer sheet. Each team works at its own rate, the partners assisting one another in use of skills, in sorting out pertinent ideas and in supporting findings.

The teacher moves about the classroom with the major purpose being that of assisting pupils in gradually developing the skills of critical and elaborate thinking and of working in a social situation toward established goals.

The program has yielded some evidences that pupil-team learning does in fact contribute to the objectives which we have established. These evidences are in terms of knowledge and understandings gained although we have not been able to satisfactorily isolate the contributions of the program from those of other effective means of instruction. There is clear evidence that the program has contributed to the nature and quality of learning skills which the pupils have acquired. For example, pupils on their own are doing more searching for alternative responses or additional information before arriving at a conclusion. Too, in one of the schools in which the program is functioning the teachers and librarian are responding to this pupil-initiated searching through developing the school library into a learning resource center in which pupils pursue learning on their own. Many pupils are developing observable skills in working cooperatively in teams, both in those involving thinking abilities and those concerned with social relationships.

The working out of still more discrete goals, the sorting out of the situations or goals to which pupil team learning best contributes, the preparation of materials for pupil use and a greater degree of refinement in evaluation measures are some of the major tasks which call for continued effort.

HONEOYE FALLS CENTRAL SCHOOL DISTRICT

Honeoye Falls, New York
Pupil-Team Learning I & D Unit

A. IDENTIFYING DATA

1. Program name: Differentiated Education through Student Pair Learning and Paired Teacher Instruction

2. School involved: the Junior-Senior High School of the Honeoye Falls Central School

3. Number of pupils involved: about half of a student population of seven hundred.

4. Number of staff involved: about a third of a faculty of forty.

B. CHARACTERISTICS OF PUPILS INVOLVED IN PROJECT

1. Age range: students in the Junior-Senior High school range from eleven to nineteen years of age.

2. Ability range: all ranges in some degree of homogeneous class grouping whenever possible in course programs involving terminals through college bound.

C. BASIC OBJECTIVES FACILITATES BY THE PROGRAM

1. Emphasis upon student LEARNING rather than teacher instruction through homogeneous student pairing and the use of classroom patterns or techniques (rather than administrative structuring) which place the teacher in the role of the catalyst, the coordinator and most preferably the consultant to the learning process.

2. Reliance on peer student stimulation, motivation and discipline with the belief that students (and teachers) can and do learn more from one another through encouraged communication and cooperative effort rather than from "the teacher per se."

3. Pair and small team learning, if properly developed and implemented, conveys the implication of greater accent on individual differences. Pairing demands constant supervision, and teaming should change because of this recognition.

4. Stress on a "change of pace" in the students' daily learning program to offset the monotony created by uniform instruction's conventional teaching methods.

D. BRIEF DESCRIPTION OF PROGRAM OPERATION

1. The program, presently in operation, is based upon one secondary school's interpretation of Dr. Donald Durrell's (Boston U.) Patterns in Pupil Team Learning as demonstrated by Wellesley (Mass.) consultants in a University of Rochester summer institute.

2. The "idea" of pairing came as a discovery solution to a question posed during the process of non-grading a high school program and the investigation of "team teaching:" "How do you get youngsters in this age range, particularly those in the junior high, used to the sophistication of small group discussion?" The pairing-learning patterns of Durrell suggested the building of the pair, then two pair, and four pair, etc.--so that over the course of the school year, students could literally be trained into the climate of seminar grouping.

3. The innovation of cooperative learning patterns is based on the principal of "homogeneous pairing" with its student pair studying, pair critical thinking and planning, pair discussion, pair assignment development, pair reporting and even pair testing in several of the social studies, English, reading, math and science courses in the junior-senior high school

4. All classes, at all times, are not encouraged to fit the pairing mold, but the "difference"--with its emphasis on communicative learning--excites a continuous progress incentive. With the teacher placed in the role of a consultant, working with pairs rather than with the class as a whole and employing whenever possible self-directing and self-correcting teacher-developed materials, the abilities of teams are unleashed to the degree that students seem to learn faster by working together--or slower, if that may be their pace. The key is that as the class is freed from the commonality of progress, student teams are permitted to continually learn, mutually stimulated by the trading of information while building a common storehouse of knowledge.

5. Based on a conviction in the merit of student pairing, non-graded classes of the same subject and their teachers have been paired--Paired Teacher Instruction (a less sophisticated version of the Trump Plan of Team Teaching). Beyond just hypotheses, the feeling is that two teachers working with forty to sixty youngsters can accomplish more collectively than each working with his separate class--combining their accumulative and accomplished talents into a single peer effort to assist in the learning responsibilities of their students.

6. With the foreknowledge that the introduction of pair learning, pair classes and pair teaching represented a sizeable undertaking, local colleges were solicited for their best in social studies student teachers to cut the pupil-teacher ratio. Out of these efforts have come pairs of student teachers, each from a different institution, the supervisor of one becoming the supervisor of the pair, etc.(inter-collegiate relationships in student teacher supervision). Never has it

been observed at this secondary school that so quickly can a student teacher be placed in a teacher-consultant role with students. Their talents, their efforts are involved immediately, assisting in the student task of learning. The peer student teacher pair relationship is additionally designed to diminish the traumatic trial for the learning teacher--learning to be an innovative teacher, an on-the-job shared experience.

7. The program is not costly! Its expense to the school thus far: teacher imagination, teacher effort, teacher cooperation, teacher implementation--with administrative blessing. Innovation, if there be any, is based on a "new" cooperative discovery approach to teaching techniques: students are paired, classes paired, teachers and student teachers paired--all projected to emphasize LEARNING.

ATTICA - LETCHWORTH CENTRAL SCHOOL

Pupil-Team Learning I & D Unit (Combined)

A. IDENTIFYING DATA

Wyoming County is a rural area and each of its schools draws a large part of its school population from farming communities. At present, two schools in the county will participate as demonstration centers and all of the schools will provide participatns for teachers' workshops on Pupil-Team Learning.

The Attica Central School - Letchworth Central School Inventive-Demonstration Center will be composed of two units. The first, incorporating the sixth grade of Letchworth Central School, Gainesville building, will include, during the initial year, four participating classroom teachers and a resource teacher.

The second unit, incorporating secondary grades, will be conducted in the Attica Central Junior-Senior High School. This unit will also have four participating teachers and a resource teacher.

Approximately one hundred pupils from each school will be part of the demonstration project.

B. OBJECTIVES

To provide facilities, materials, staff and experiences that will demonstrate the effectiveness of the techniques of differentiating instruction, particularly pupil-team learning.

To show the practicality and feasibility of differentiated and individualized instruction, enabling youngsters to proceed at their own rate of learning.

To provide the staff, professional and clerical, which will make possible the preparation of materials to use in the implementation of the techniques in subject areas such as reading, social studies, science, mathematics and English.

To coordinate the introduction of pupil-team learning approaches under our Title I, ESEA project with the implementation of these approaches in our demonstration centers.

To involve educationally disadvantaged youngsters as well as academically proficient youngsters in common learning activities.

C. BRIEF DESCRIPTION OF PUPIL-TEAM LEARNING

Pupil-team learning is a very effective teaching technique that provides for the individual through differentiated instruction. It is varied grouping and paired Winnetka. It is making use of self-directing and self-scoring materials. It is providing for every pupil response in every conceivable situation. It is classrooms consisting of excited, interested and involved young people.

Pupil-teams number from 2 to 7 pupils, depending upon the subject area, the goals and objectives of instruction, and the needs of the students. Some teams are stable once they are formed. Most are flexible. Some are homogeneously arranged and some are randomly selected.

The pupil-team technique has been developed and adapted for use in all subject areas. Usually the initial attempt has been made in spelling and/or arithmetic. The programs for these two subjects can be contracted or job-sheeted quite readily for paired teaming purposes. The written composition instruction offered by means of teaming is an exciting process to witness. Some teachers use this teaming in only one subject such as spelling while those who have established the technique to a high level of sophistication use it in many or all areas at one time or another.

The availability of materials is a major factor in the success of pupil-team learning. These materials may be commercially prepared or made by the curriculum coordinator, the resource teacher or the classroom teachers. It is also vital that the technique and materials be demonstrated and practiced by the principal, curriculum coordinator, resource teacher, or an experienced teacher before the teacher installs them into the classroom.

HILTON CENTRAL SCHOOL
Hilton, New York
Pupil-Team Learning I & D Unit

A. IDENTIFYING DATA

Hilton Central School, during the period from November 1964 to the present, has incorporated into its instructional program the use of certain techniques and materials that have affected learning patterns of students very favorably. As a result, it is proposed that this school district be established as an I & D Unit of the Genesee Valley Regional Center to demonstrate the use of varied techniques and materials of differentiated instruction.

In addition to the five schools now located in Hilton, the facilities of the new elementary school under construction on North Greece Road will be opened in September 1967 or soon thereafter. Interested persons will be welcome to view this school specifically designed for differentiated instruction, pupil-team learning, and cooperative teaching.

The resource teachers in the elementary schools and the staff of the curriculum resource center library in the new building will have a collection of specially packaged and prepared materials created by members of the teaching staff and by curriculum materials specialists. Such materials have been designed for use by pupils or teams of pupils with specifically identified strengths or weaknesses. Teachers use these to supplement, reinforce, or replace existing traditional textbooks or library items.

Differentiated instruction as practiced in the Hilton Junior and Senior High Schools in newly designed courses of study such as Linguistics, Humanities, African Studies, and Latin America may be observed.

Hilton has available a number of teachers with special skills who can conduct demonstration lessons, in-service courses, workshops, institutes, and lectures. They can serve as consultants for teams of educators visiting the I & D Unit or at the Regional Center or in a local school or district.

B. OBJECTIVES

1. To learn about differentiated instruction as practiced in Hilton Central Schools, visitors and observers will:

   a. See pupils and teachers in their roles in the pupil-team learning situation.

   b. Examine specially prepared and packaged materials.

   c. Observe techniques using every pupil response.

   d. Be aware of pupil involvement in the learning situation.

- e. Have opportunities to discuss the rationale for activities and practices.
- f. Receive specimens of specially prepared and packaged materials to take with them for tryout in local situations.
- g. See how existing materials may be revised and adapted for more suitable use for the child.
- h. See an examplary library resource center used for differentiated instruction.
- i. See and discuss cooperative teaching as a means to differentiate instruction.
- j. Preview A-V materials or books and other library materials available.
- k. Learn how records are maintained in order to determine the progress and success of the individual learner.

2. To learn about differentiated instruction as practiced in Hilton, teachers and other educators will have opportunities to:

   - a. View video-tape lessons
   - b. Participate in in-service courses, institutes, and workshops
   - c. Consult with classroom teachers, resource teachers, curriculum materials specialists, librarians, principals, counselors, and A-V specialists.
   - d. Discuss aspects of differentiation with pupils.

3. Team Teaching

- Greece Central School
- Dansville Central School
- Penn Yan Central School
- Webster Central School

GREECE CENTRAL SCHOOL DISTRICT #1
Rochester, New York
Team Teaching I & D Unit

A. IDENTIFYING DATA

1. Program name: The Teaming of Staff for the Improvement of Learning

2. Schools involved: Greece Central junior high schools (Britton Road Junior High School and Hoover Drive Junior High School).

3. Number of pupils involved: 1800 (grades 7 and 8)

4. Number of staff involved: 125

B. CHARACTERISTICS OF COMMUNITY AND PUPILS INVOLVED IN PROJECT

1. Type of Community

   The Greece Central School District #1 comprises most of the Town of Greece. The town is mixed urban and rural composition. The eastern and southern parts of the twon comprise homes in suburban residential setting. The western and northern portion of the town is mixed farms and orchards with scattered homes. The community is rapidly growing. The school growth rate has averaged 10% per year in recent years.

   The composition of the community is mixed white including many persons recently moved from inner city areas of Rochester as well as in-migrants from other parts of the region and country.

2. Age range: 12 - 14

3. Ability range: All youngsters in the junior high schools will participate in the program. Their abilities range from very low to very high. The I.Q. range as measured by standardized tests is from 75 - 145.

C. BASIC OBJECTIVES FACILITATED BY THE PROGRAM

1. To improve learning through optimal deployment of staff.

2. To increase teaching time through use of non-professional staff with the teaching team.

3. To increase the flexibility of the teaching team by providing individual and small group learning situations.

4. To upgrade the quality of the staff through increased in-service and planning time.

D. BRIEF DESCRIPTION OF THE PROGRAM

The two junior high schools will be divided into seven teams. Each team will be headed by a team leader and will be composed of staff on an interdisciplinary basis. A counselor will be assigned full-time to each team and will work closely with pupils and staff.

To the professional teaching members will be added other non-teaching persons such as laboratory technicians, para-professionals, and general clerical aides. Interns and student teachers from the State University of New York at Brockport and from the University of Rochester will be an integral part of the teams.

The administrative and staff members of the school district and of the two junior high schools have participated in discussions and staff planning to achieve a readiness for this program.

Dr. Robert Kessler and Dr. Dwight Allen, of Stanford University, have been retained to lead seminars and discussions with the staff during January and February 1967 in an effort to increase staff understanding of various strategies and organizational parameters.

1/11/67

DANSVILLE CENTRAL SCHOOL

Dansville, New York
Team Teaching I & D Unit

A. IDENTIFYING DATA

1. Program name: Team Teaching in an Ungraded Primary School

2. Schools Involved: Primary School - Pre-School through Grade 2

3. Number of pupils: 575

4. Number of staff: 22 classroom teachers, 1 principal, 1 art teacher, 1 music teacher, 1 librarian, 1 physical education teacher and 1 nurse, totaling 28

B. CHARACTERISTICS OF COMMUNITY AND PUPILS

1. Dansville is a community of about 6,000 people, situated 45 miles south of Rochester in Genesee Valley. It is a suburban, rural village. Residents have average income. Some technically skilled and college educated people are employed at Foster Wheeler Corporation, a factory producing steam boilers and F.A. Owen, a publishing firm. It is unique in that its distance from an urban center gives it an individual identity, yet, coupled with the surrounding rural area, its investment in education, gives its buildings, supervision and faculty equality with nearby suburban or urban school districts.

2. Age range of pupils in Primary Building to be from four years (three rooms to be built for pre-kindergarten registration) to seven or eight years.

3. Ability range in the Primary Building will be pre-reading to fourth or fifth grade reading ability. Dansville's average I.Q. hovers about 100. A special class for students with I.Q.'s below 75 level will assure optimum value in the flexible grouping of an ungraded system.

C. BASIC OBJECTIVES

The school building is designed to encourage cooperative action by teams of teachers that will promote increased individualized instruction, flexible grouping and more interaction between the school and the home and the community. Basically, the school will consist of a central administrative area and four clusters of classrooms. Each cluster will contain a common teaching area, facilities for a learning center and folding partitions. The library, centrally located, will be a resource and materials center containing study carrels and adapted to individual and group work.

The prime objective is to develop an ungraded team teaching program which promotes continuous progress for each pupil, enabling him to develop intellectually and socially as a member of the school community.

A pre-kindergarten program, for three and four year old children, is to be instituted as an integral part of the curriculum, not only for culturally and educationally deprived children, but for all the children of the school district. Pre-kindergartens and kindergartens will be self-contained. However, experimentation and research will be carried on to determine ways to use the special talents and abilities of the individual teachers in a cooperative pattern.

D. BRIEF DESCRIPTION OF THE PROPOSED PROGRAM

The Staff will be organized into teams. A leadership team consisting of the Principal, pupil personnel staff and an instructional consultant will be responsible for motivation and direction.

A resource team consisting of teachers of art, music, library, physical education, and a nurse and reading consultant will also draw upon the community for person with special areas of interest. A pre-kindergarten and kindergarten team will enable the teachers to work together in developing conceptual experience in both verbal and non-verbal areas. Teams of teachers for the various age and achievement levels will be organized on the basis of special training and background in the separate disciplines so as to make each team a balanced instructional group.

Programs for continuous progress will be planned initially for reading, mathematics and spelling. In other areas of the Language Arts, the humanities and the natural and physical sciences, units of work will be cooperatively developed with goals, procedures, materials, evaluation methods and grouping procedures set up by the instructional team. In planning these activities, attention will be given to graded, individualized learning coupled with group interaction, using a discovery approach. Emphasis will be on problem solving experiences and as rapidly as possible the ungraded program will be applied to these areas of instruction.

This program will be of special interest as a demonstration unit for observation by other school districts because:

1. It will show what can be done within a building especially designed for team teaching.

2. It will demonstrate how a small, independent school district can effect a transition to a new type of instructional program.

3. It will show a materials center for primary children in operation.

4. It will provide data in many areas where children proceed totally through a team teaching program that is highly oriented to individualized learning.

PENN YAN CENTRAL SCHOOLS

Penn Yan, New York
Team Teaching I & D Unit

A. IDENTIFYING DATA

1. Program name: Teaching Teams - plus
2. School involved: Penn Yan Academy
3. Number of pupils involved: 90 - 9th grade English, Social Studies and Science and 20 - modified slow learners.
4. Number of staff involved: 8 plus other staff members

B. CHARACTERISTICS OF COMMUNITY AND PUPILS INVOLVED

1. Type of community: rural (county seat of Yates)
2. Age range: ninth graders and older
3. Ability range: heterogeneous groups and slow learners

C. BASIC OBJECTIVES FACILITATED BY PROGRAM

1. English, Social Studies and Science team:
   - provide for effective use of individual teacher abilities
   - allow for large group instruction
   - flexibility of schedules
2. Modified Program for Slow Learners
   - provide special curriculum for this specific group of students
   - allow for flexitility in student program
   - provide special counseling services for these individuals and their families

D. BRIEF DESCRIPTION OF PROGRAM OPERATION

1. English, Social Studies and General Science Team

   Pupils are scheduled in a block of three periods, so that the three teachers involved can work with all or part of the group. Teachers plan together for presentation of materials to the group. Cooperative planning is done for the use of additional services, such as audio-visual, library, counseling, visiting speakers, consultants, etc.

2. Ninth Grade Modified Program for Slow Learners

   This is part of a district-wide program for slow learners. A group of ninth graders was selected as an experimental group for the 1966-67 year from those who had had unsuccessful school experiences up to this time and might have dropped out of school. Special counseling, home visitations, and testing were provided. Four teachers with a special interest in this area and special workshop training and experience each work with this group one period a day for: English, Social Studies, Mathematics, and Science. This team of teachers work together in curriculum planning and with counselors, visiting teachers, Director of A-V, Reading Consultant, Librarians, etc., to plan meaningful experiences. It is hoped that this program can be expanded to operate in grades 10-12 to provide a work experience program, so that these people can develop a saleable skill and go to work when they leave school.

Additional Comments

1. Because we have a large number of student teachers from neighboring colleges, this program can become an excellent experience for these people.

2. Closed circuit TV experiences have been developed in these programs to great advantage.

3. Pupil personnel services are used extensively by these teams.

4. It is our hope that we may develop an Instructional Materials Center around this program.

WEBSTER CENTRAL SCHOOL

Webster, New York

Team Teaching I & D Unit

A. IDENTIFYING DATA

1. Team Teaching as an Aid to Effective Staff Utilization

2. Schools involved: R. L. Thomas Senior High School, Webster, New York. Program will continue into second senior high school to be completed by 1969.

3. Number of pupils and staff involved will vary with availability of aid to extend the program. At present it is possible to consider that 1,300 pupils and some 80 staff members can be involved with the programs at R.L. Thomas.

B. CHARACTERISTICS OF COMMUNITY AND PUPILS INVOLVED IN PROJECT

Webster is a suburban community with a broad range of student backgrounds and interests. The school is comprehensive in that vocational programs are provided as well as college preparatory. The age range of pupils involved in this project would be from 15 - 19, grades 10 - 12. Over 50% of graduates go on to four year colleges and over 70% go on to some form of higher education.

C. BASIC OBJECTIVES FACILITATED BY THE PROGRAM

1. Provide more efficient use of staff skills.

2. Increase individualization of instruction and provide for fuller utilization of the potential of each individual.

3. Utilize the benefits of expanded technology to support and enhance the efforts of good teachers.

D. BRIEF DESCRIPTION OF PROGRAM

Planning for new facilities in the Webster School District has taken into consideration the most effective methods available for proper staff utilization. In planning for a school-within-a-school approach, to begin in the fall of 1967 and be extended to new secondary school facilities as they open over the next three years, the team teaching program will be extended. The goal will be to afford each staff member greater opportunity to utilize his skills as efficiently and as completely as possible. The instructional staff feels that proper utilization will increase the quality of instruction as well as the job satisfaction of the professional teacher. Close and cooperative planning between staff members will bring a better and more balanced program to the student.

In preparing for more efficient use of staff skills the Webster secondary schools will provide, through the school-within-a-school approach and expanded team teaching organization, different sized arrangement of groups--large groups to listen to gifted lecturers and to view demonstrations; smaller groups under the direction of skilled seminar leaders; and opportunities for independent study for certain students.

To reach these goals our buildings are planned to contain audio-visual teaching aids and other equipment that will enhance and support the efforts of skilled teachers. Currently a closed circuit television system is in use in the senior high school and similar facilities are in the approved plans for the secondary facilities to be completed within three years. This system has been used extensively in team teaching in social studies and to some degree in English.

Under the approaches begun in our secondary schools the teacher will more than ever become a director and a guide to learning activities at whatever level his students happen to be. He will direct them to references, experimentation, evaluative activities, pertinent discussions, and to available resources of people and materials.

To personalize the school experience and increase the quality of instruction teachers will develop their skills in teams both in social and subject areas. Where large group instruction is economical of student and teacher time several areas are included large enough to provide for many students at one time, yet convertible to smaller areas when desirable. Seminar rooms and small group areas are provided for special activities that required varying spaces. Flexibility of space and materials to meet flexibility of instruction are highlights.

4. Independent Study

- Brighton High School, Brighton Central School
- Sodus High School, Sodus Central School
- Madison High School, Rochester City Schools
- Aquinas Institute, Rochester, New York

BRIGHTON HIGH SCHOOL

Rochester, New York
Independent Study I & D Unit

A. DEFINITIONS

Independent study is a program scheme by which students receive education by appointment. In this arrangement students see their teachers on a consultive basis by individual appointment, instead of as a group in class.

Independent study is the pursuit of a special topic or project by the individual under the guidance of the teacher or other educator as part of the regular program.

In independent study - students undertake special projects which they have selected themselves - or which teachers have suggested. The projects will clarify, add to, or enrich subject matter presented in large classes and be further explored by discussion in small groups. Independent study involves many types of activities: reading, viewing, listening, writing, working on automated learning devices, and doing a variety of things under supervision in different kinds of laboratories.

Independent study is the pursuit of special topics or projects by individual students under the guidance of faculty advisors apart from organized courses.

B. OBJECTIVES OF AIMS

1. To develop students toward a state of self-utilization or independence.
2. To instill in students the capacity and interest to continue investigation and learning throughout their lives.
3. To develop the attitudes of curiosity and inquiry in the student.
4. To meet the needs of many types of students with various ranges of interests and abilities.
5. To develop within the student the capacity for independent thinking and self-direction.
6. To help students grow in their ability to define and solve problems.
7. To develop the student's resourcefulness and creativity.

C. STUDENT PARTICIPATION

1. Those students who are academically talented and are at the 11th or 12th grade levels.
2. Those students who have an interest and desire to do independent work.

3. In some disciplines (i.e. Industrial Arts, Business Education, etc.) those who may not, by nature of their programs, be in the academically talented grouping, but who show interest and intellectual curiosity in a particular area of their work.

4. In some areas (i.e. Biology) due to the grade level at which it is offered some students below the 11th grade level.

5. Any fragment of a class with a particular interest in some special or depth phase of the regular class work being done.

D. TEACHER'S ROLE

1. Advanced preparation or participation

   This would consist of compiling a very accurate list of those teachers in the system who are willing and able to direct independent study projects in areas in which they feel their interest, background, abilities and academic pursuits qualify them.

2. Cooperative Approach

   a. Students going outside of school to pursue special projects

      - Industries - Kodak, Xerox, Bausch, etc.
      - Outside libraries, art galleries, etc.
      - Other schools - U. of R., R.I.T., etc.

   b. Resource persons coming in to aid students or student groups on special projects.

      - professors from universities and schools
      - special speakers or industrial personnel

   c. Outside equipment - lab equipment, digital computers, etc.

   d. Transporation of personnel and equipment

3. Team Approach

   a. Direction by more than one person, or use of one director and assistance of some other faculty member, even from another department. This could involve cooperation between two or several departments.

   b. Expansion or motivation for independent study within our present course of study. We now have the team approach in American History, Biology and many other such approaches have been tried or are emerging. Independent study could evolve from large group or seminar situations.

4. Qualifications

   a. Interest and desire on the part of members of the staff to participate.

   b. To discover and tap the resources or interest areas of staff members.

5. Teacher Load

   a. Short Range
      - the use of outside aids to relieve some teachers of study hall assignments
      - in early stages, a willingness to be available during preparation or consultation periods to direct projects.

   b. Long Range
      - specific, assigned scheduled periods for those participants who are to direct independent study

6. Grading

   a. For those doing independent study for a single marking period, the regular marking system should be followed.

   b. For semester or year projects, it is suggested that, in lieu of the regular marking system, a more realistic system be used - i.e. Unsatisfactory, Satisfactory, Honors.

SODUS CENTRAL SCHOOLS

Sodus, New York

Independent Study I & D Unit

A. Identifying Data

1. Independent Study in Problems of Society
2. Sodus Central High School
3. 26 students involved at present (expansion expected)
4. Three staff members directly involved in beginning program

B. Characteristics of Community and Pupils

1. Agricultural community
2. Student age range 16 - 18
3. Ability range from average to above average

C. Objectives: The student will

1. be able to define a problem
2. be able to select pertinent information for the solution of a problem
3. increase his skills in writing research papers including: problem definitions, logical thought procedures, investigation of materials and mechanical forms
4. be able to formulate and select relevant and promising hypotheses
5. increase his ability to draw conclusions validly and to judge the validity of inferences

D. Program operation

1. "A Guide to Effective Critical Thinking" by Nadine Clark, studied during first two weeks of school
2. Pursuit of areas of study planned by teacher and students
3. Pursuit of independent study by students in their own interests involving individual conferences
4. Weekly period for class textbook study of sociology
5. Development of student study involving one problem or one project of his own choosing, with the guidance of teacher and librarian
6. Weekly conferences between teacher and student
7. Evaluation based upon student product and the Watson-Glaser Critical Thinking Appraisal

MADISON HIGH SCHOOL

Rochester City School District
Independent Study I & D Unit

A. IDENTIFYING DATA

1. Project Name: MASTER (Madison's Approach in Sensual - Tutorial Educational Research)

2. School involved: Madison High School, Rochester, New York

3. Number of pupils involved: initially 150-200

4. Number of staff involved - initially 30, to be expanded as the program develops.

B. CHARACTERISTICS OF COMMUNITY AND PUPILS INVOLVED IN PROJECT

1. James Madison High School serves an inner-city community, middle to lower income level with a predominantly Negro population.

2. Pupils served will be grades 10 - 12.

3. Students would be of average to low average ability with the majority falling in the low average ranges.

C. BASIC OBJECTIVES FACILITATED BY THE PROGRAM

1. This approach would provide an atmosphere that would give the student greater individual responsibility for learning.

2. It would also provide greater instructional flexibility.

3. It would further provide a varied approach which would more effectively meet individual student needs through conceptual learning.

D. BRIEF DESCRIPTION OF PROGRAM OPERATION

The program would involve the assignment of individual students from classes or on a contract basis to an independent study area. Independent study areas will be provided for varied uses: make-up work because of absense, repeat work for slow learners, and enriched study for advanced students. Lab booths or independent study areas will be equipped with such resources as tape recorder, reference books, texts, slide projector, video tube, 8mm single concept projector, ear phones, and a communication system connected to the master teacher's console. This complex would include a research center, a sublibrary center and a resource center for books, specimens and special equipment.

The amount of time assigned to the independent study areas would be prescribed by a classroom teacher, taking into account various differences in reading ability, interests, aptitude, etc. Students who have difficulty in reading can be prescribed work which will not only emphasize reading but also work using the audio or other visual pathways. In such a setting a superior student could study advanced work on a contract basis tutored by an expert in his field. Thus, students will be absorbing information at their own speed. Such an approach could easily be part of a non-graded program.

AQUINAS INSTITUTE
Rochester, New York
Independent Study I & D Unit

On February 3, 1966 the faculty of Aquinas Institute formally inaugurated its attempts to find approaches to challenge our more able students, and to offer limited opportunities to students with special interests.

The innovative approach which we chose to emphasize is Independent Study. Several electives have been added to the curriculum this year to implement this choice and we have increased our use of the independent study approach in a few of the traditional offerings.

Film Study, Journalism, Theology in Contemporary Literature, the Notion of the Person in Biblical Literature, World Religions and Religious Experience are new courses that we have placed in the curriculum for student choice.

Both the content of these courses and the method of approach in teaching and learning were and are largely determined by students and teachers together and the depths of student investigations are determined mostly by student interest.

In our search for new methods, our present physical limitations loomed especially crippling and we, as a staff, have drawn up the educational specifications for a school building that would better serve an independent study approach.

These, until now, have been the limits of our progress.

On December 24, 1966 Dr. Dean Corrigan invited Aquinas Institute to become an I & D Unit for Independent Study as one of many projects in A Cooperative Plan for the Invention, Demonstration and Evaluation of Innovative Practices in a Nine-County Region.

At a special meeting of Department Chairmen, Guidance Coordinator, Audio-Visual Director, Librarian and the Administration on Monday, January 2, 1967, the Aquinas faculty enthusiastically agreed to accept Dr. Corrigan's invitation.

However we are mindful that our resources, materials, faculty and building limitations may handicap our efforts seriously, but we want very much to be part of this Regional Educational improvement endeavor.

A. OBJECTIVES

Our involvement in the program is motivated by a desire to attain the following goals:

1. Primary concern for providing students with "better than average ability" a means to challenge their intellectual curiosity and deeper interest.
2. Additional incentive to faculty for greater interest in their own special discipline.

3. Greater opportunities for cooperation among the various departments in the school to promote interdisciplinary academic pursuits.

4. Means to share our successes and failures with other educational people.

5. Possibility of sharing the innovative experience of other school systems in our area.

B. SPECIFIC ASPECTS OF THE AQUINAS INDEPENDENT STUDY PROPOSAL

Big things often start small. Because of our professional personnel limitations and because of our traditional, unbroken affiliation with an exclusively Regents program, we have designed our project to include the following characteristics.

1. It will be departmentally organized for each individual student.

2. It will be offered by each department to a maximum of five students and independent study cannot be undertaken by a single student in more than two subject areas, and preferably only in one.

3. Students assuming the responsibility for independent study will be expected to fulfill as a "basic requirement" the course of study that is offered to students enrolled in the regular course of the same title. In addition they will be expected to pursue in depth special work dictated by their own interest in the subject concerned.

4. Independent study students would be given complete freedom to attend or not attend the classes independent study subject and would also have an unassigned study period. They would also be given the freedom to leave the school premises on any given school day - with the approval of both his proctor and the vice-principal - to consult learning resources and tools that are not available at Aquinas. Caution here would be necessary because such leaves from school would necessitate absence from other non-independent courses.

5. Independent study students will be encouraged to use as many and as varied instructional materials and tools as we can place at their disposal. We shall set up a single room that will be used as an "independent study workshop" and encourage students to use all other facilities within the school that might help their learning.